

WEST ADAMS PREPARATORY HIGH SCHOOL

Faculty Handbook 2026-27

Students first…every decision, every day

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School Organization

Message from the Principal

Dear Staff,
This Faculty handbook has been created to guide staff members on policies, procedures, and common protocols of West Adams Preparatory High School. This handbook was intended as a foundation of "how we do things at West Adams" for both new and veteran members of our school community. As with our practices, our handbook is ever evolving. I look forward to working with you to fulfill our school vision of providing the best possible education for each and every student at West Adams Preparatory High School this upcoming school year.

Sincerely,
Erica Nava
Your Proud Principal

West Adams Preparatory High School Vision Statement

West Adams Prep High School will prepare all students to be successful and viable members of an ever changing global society.

West Adams Preparatory High School Mission Statement

The stakeholders of West Adams Prep High school staff are committed to maintaining an enriching learning environment in which teachers collaborate to develop rigorous learning opportunities that are relevant for all students.

General Description of School:

West Adams Preparatory High School, the home of the Panthers, is located southwest of downtown Los Angeles. It is a comprehensive Los Angeles Unified School District (LAUSD) high school that opened in 2007. The school lies at the southern end of the Pico-Union neighborhood. West Adams is one of the oldest neighborhoods in Los Angeles, where many of the homes were built between 1880 and 1925. The area is known for its large number of historic buildings, structures and notable houses and mansions throughout Los Angeles. With over 25,000 people per square mile, it is one of the most densely populated neighborhoods in Los Angeles. Approximately 51% of the residents are Latino, 29% are Black, 8% are White, 5% are Asian.

Most of the adults in the surrounding area of the school have a high school diploma or less; therefore, the West Adams Preparatory High School community has worked diligently to promote high school graduation and college preparedness.

Academies

West Adams is divided into three academies, including two magnet programs, with the goal of increasing personalization of instruction. school structure in relation to curriculum and resources. Each Academy has its own office, with a designated assistant principal. West Adams is a wall-to-wall linked learning school, with students completing three years of Career Technical Education courses and receiving thematic instruction in the following CTE pathways:

Science Technology Engineering and Mathematics (STEM)

The Science, Technology, Engineering, & Mathematics (STEM) is in its second year as a Linked Learning CTE Pathway academy. Its Pathway is Engineering Design. Over four years, students in this academy advance in their pathway toward the capstone architecture class. In addition to in-school instruction, the academy also offers internships, and all students are required to develop a portfolio reflecting the entirety of their course of study at West Adams, and, at the end of their four years, mount a portfolio defense to a panel of industry experts.

Police Academy Magnet

The Police Academy Magnet (PAM) was established in 2019-2020 to prepare students for careers in criminology, forensics, law enforcement and political science. There is an emphasis on critical thinking, problem solving and communication, enabling students to make real-world connections and applications.

The academy approach is based primarily on the idea that classes with fewer students are better able to facilitate a more personalized learning environment that will help increase student resiliency, improve a sense of belonging, and engagement as measured by attendance and academic performance. We believe in the Whole Child Approach toward education. All of our ACADEMIES are part of the District's Linked Learning initiative to enhance education through real world connections and interdisciplinary instruction.

Global Cuisine & Hospitality Magnet

2024-25 is the inaugural year for the Global Cuisine & Hospitality (GCH) Magnet. Global Culinary & Hospitality Magnet students will actively explore and develop skills in areas such as entrepreneurialism, management, marketing, leadership, and finance in an interactive learning environment. With unique facilities, including a student-operated café and a professionally outfitted culinary arts kitchen, students develop entrepreneurial skills through hands-on learning.

Stakeholder Meetings

Faculty meetings are typically held one-to-two time a month on Tuesdays at 3:30 PM to reflect and discuss school-wide goals, operational needs, and data.

Department meetings are platforms for department members to analyze student work and data. Members discuss and identify stakeholder needs. These needs drive adjustments to instructional approaches, common assessments, and pacing/lesson plans. Department meetings are held approximately every other week on Mondays.

Academy meetings are platforms intended for academy members to share student data and instructional approaches. Academy members collaborate to create interdisciplinary projects that lead to improving academic skills and college and career awareness. academy meetings also focus on the methods/practices to increase student resiliency, sense of belonging, and engagement. Faculty members will meet by academy every other Monday per month.

Local School Leadership Council - Shared Decision Making Council (LSLC-SDM) is composed of elected members of the school stakeholders. 50% of the Council is comprised of the UTLA Chapter Chair and certificated employees elected by the certificated bargaining unit employees at the site; the other 50% is comprised of the principal, elected parent/community representatives, an elected non-certificated employee representative, and a student representative. The major function of LSLC includes staff development program; student discipline guidelines and code of student conduct; schedule of school activities and events, including special schedules; guidelines for use of school equipment/copiers; and certain designated instructional materials budgets. LSLC meetings are typically held on the first Thursday of each month.

School Site Council (SSC) is composed of parents, staff, students, and administration to discuss and review items relating to Categorical Programs. SSC meetings are typically held on the first Monday of each month.

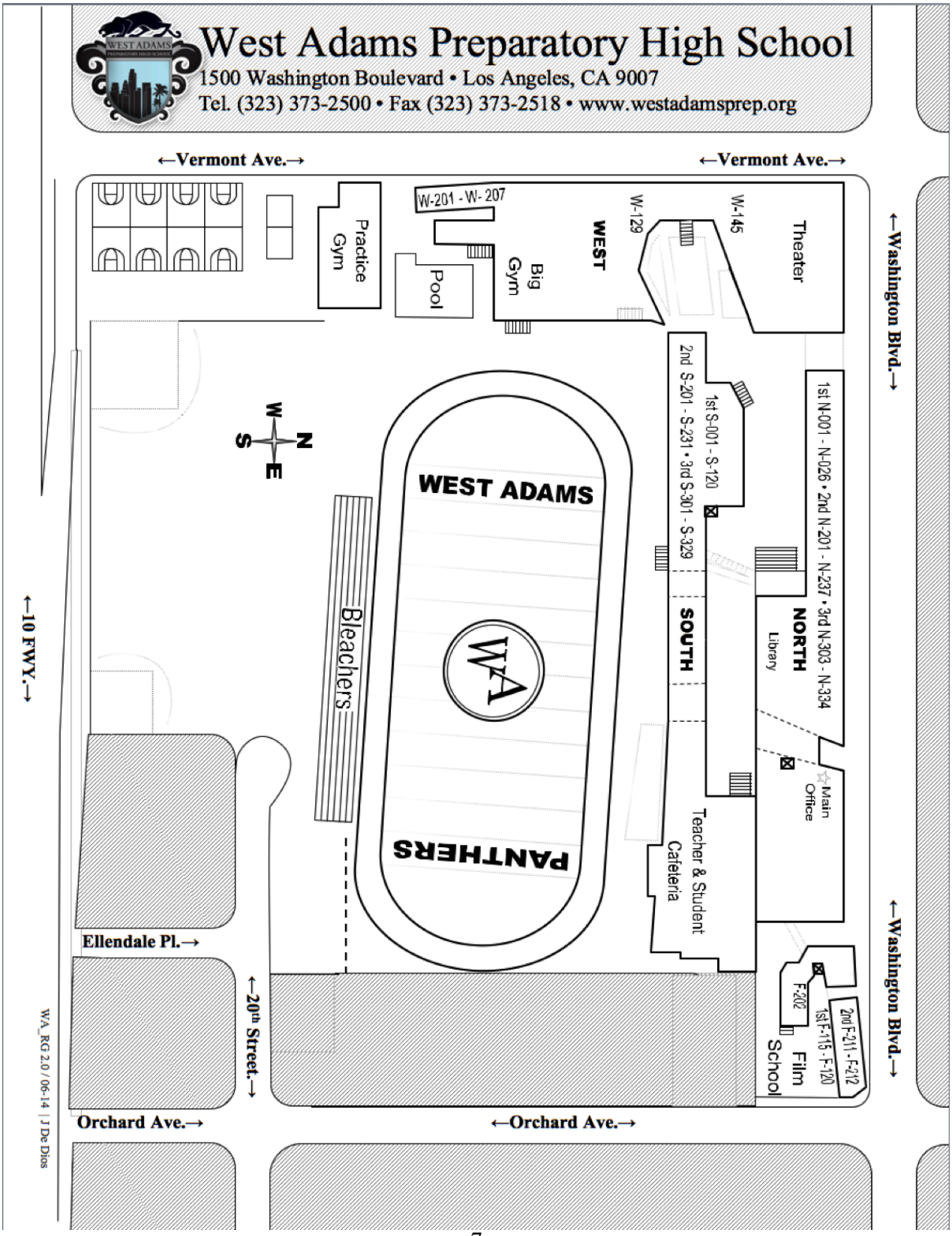
ELAC/CEAC Advisory Committee consists of parents, students, and an advisor that meet to discuss and review issues concerning the English Learner Program. Parents also serve on the District's English Learner's Advisory Committee. ELAC/CEAC will meet the first Monday of each month.

Coffee with the Principal consists of meetings between the principal and the school community to provide parents with an opportunity to ask questions, discuss issues, and learn about school programs. These meetings take place on the last Thursday of each month.

Instructional Leadership Team (ILT) consists of administration, coordinators, teacher leaders, and designated out of classroom personnel. The major function of ILT is to monitor, assess, and develop the instructional program at West Adams. ILT typically meets on the second Monday of each month.

Collaboration Teams meet during common conference periods on alternating Wednesdays (academies) and Thursdays (departments). The teams have common students so they are able to analyze student work and data and are able to plan interdisciplinary projects.

School Map


West Adams Preparatory High School
1500 Washington Boulevard • Los Angeles, CA 9007
Tel. (323) 373-2500 • Fax (323) 373-2518 • www.westadamsprep.org
←Vermont Ave.→
←Vermont Ave.→
←Washington Blvd.→
←Washington Blvd.→
←10 FWY.→
Practice Gym
Pool
Big Gym
WEST
W-201 - W- 207
W-129
W-145
Theater
1st N-001 - N-026 • 2nd N-201 - N-237 • 3rd N-303 - N-334
1st S-001 - S-120
2nd S-201 - S-231 • 3rd S-301 - S-329
NORTH
Library
SOUTH
Main Office
Teacher & Student Cafeteria
2nd F-211 - F-212
1st F-115 - F-120
F-202
Film School
WEST ADAMS
PANTHERS
Bleachers
W
E
N
S
Ellendale Pl.→
←20th Street.→
Orchard Ave.→
←Orchard Ave.→
WA_RG 2.0 / 06-14 | J De Dios

Regulations/Mandates/Protocols

District Bulletins and Policies

- **BUL-999.15-Responsible Use Policy (RUP)**
- **BUL-6887.1-Pupil Records: Access, Confidentiality, and Notice of Educational Rights**
- **BUL-1205.7-FMLA Bulletin**
- **BUL-1347.5-Child Abuse and Neglect Reporting**
- **BUL-2047.2-Hate Crimes**
- **BUL-2521.5-Title IX Policy Complaint Procedures**
- **BUL-2637.5-Suicide Prevention Intervention Post Prevention**
- **BUL-3349.1-Sexual Harassment**
- **BUL-4748.0-Ethics Policies**
- **BUL-4759.6-Williams Complaint Procedures**
- **BUL-4991.14-Mandatory Posting Regulatory Notices**
- **BUL-5159.13-Uniform Complaint Procedures**
- **BUL-5167.1-Code of Conduct with Students**
- **BUL-5181.3 Policy Regarding Internet Safety for Students**
- **BUL-5212.3-Bullying and Hazing Policy**
- **BUL-5688.2-Social Media Policy**
- **BUL-5747.2-Abolition of Corporal Punishment**
- **BUL-5798.1 Workplace Violence: Threat Assessment and Management**
- **BUL-5799.2 Threat Assessment and Management**
- **BUL-6307.5-Certification of Absence Forms**
- **BUL-6488.2-Drug, Alcohol and Tobacco Free Workplace**
- **BUL-6529.1-Legally Mandated Paid Sick Leave**
- **BUL-6585.2-Employment Protections and Reasonable Accommodations**
- **Board Resolution - Respectful Treatment**
- **Code of Conduct with Students**
- **Employee Code of Ethics**
- **LAUSD Attendance Policy**

Additional Resources and Information

- LAUSD RESOURCES Communications Office (213) 241-6766: Assistance obtaining approval to use district logos and general district communication
- Crisis Counseling and Intervention Service, School Mental Health (213) 241-2174/(213) 241-3841: Assistance with threat assessments and mental health issues
- Equal Opportunity Section (213) 241-7685: Assistance with alleged adult-to-adult discrimination and sexual harassment complaints
- Employee Relations (213) 241-6591: Assistance with employee records and personnel files
- Human Relations, Diversity and Equity (213) 241-5337: Assistance with issues of bullying, cyber-bullying, conflict resolution, and diversity trainings
- Information Technology (213) 241-4906: Assistance with identifying and establishing appropriate educational websites
- Los Angeles School Police Department (213) 625-6631: Assistance with law enforcement matters
- Office of the General Counsel (213) 241-7600: Assistance/consultation regarding legal issues
- School Operations Division (213) 241-5337: Assistance with school operations and procedures concerning students and employees
- Staff Relations (213) 241-6056: Assistance with employee disciplinary action

Mandated Reporter of Child Abuse/Neglect

Consult the District's Educational Equity Compliance Office website for additional resources and complete bulletin.

CHILD ABUSE REPORTING INFORMATION SHEET

The Los Angeles Unified School District (District) has policies and procedures regarding the reporting of suspected child abuse or neglect to a child protective agency (e.g., Department of Children and Family Services, local law enforcement). This summary serves as a reference guide to those policies pertinent to the identification and reporting of suspected child abuse. In addition to this summary, employees should familiarize themselves with the District's policy, BUL-1347, *Child Abuse and Neglect Reporting Requirements*. Employees will be expected and are responsible to adhere to the District's policies regarding suspected child abuse reporting.

I. Law and Policy

California law and District policy provide that a District employee in his or her professional capacity or within the scope of his or her employment, that has knowledge of or observes a child whom the employee knows or reasonably suspects has been the victim of child abuse or neglect, shall report the known or suspected instance of child abuse to a child protective agency.

- All District employees are mandated to report suspected child abuse.
- Each District employee is individually responsible for reporting suspected child abuse.
- Reporting suspected child abuse to a principal, site administrator, school nurse, school counselor, co-worker, Los Angeles School Police Department (LASPD), or other person *does not relieve a mandated reporter of their duty to report to a child protective agency*.
- Suspected child abuse reports are confidential, however, the identity of an employee who reports suspected child abuse may be disclosed between designated child protective agencies, by court order, when needed for specified court actions, or if the employee waives confidentiality.

II. Definitions – "Child Abuse" includes the following:

- Physical Abuse – physical injuries such as bruises, welts, burns, cuts, etc.
- Sexual Abuse – sexual assault, sexual exploitation, molestation, human sexual trafficking, etc.
- Neglect – negligent treatment, or failure to provide adequate clothing, food, medical care, shelter, supervision, etc.
- Life Endangerment – any act by a person who willfully causes, inflicts or permits any child to endure cruel and inhuman corporal punishment, mental suffering, etc.

III. Child Abuse or Neglect Reporting Procedures

An employee suspecting child abuse or neglect must file a Suspected Child Abuse Report (SCAR):

1. If the employee has an emergent (urgent) SCAR to make (e.g., immediate risk of abuse, neglect, or exploitation or that the child is in imminent danger of harm or death), the employee must: (1) telephone report immediately or as soon as practically possible to a child protective agency; and (2) file a written report with the same agency within 36 hours of receiving the incident information.

2. If the employee has a non-emergent (non-urgent) SCAR to make (e.g., non-life threatening and non-emergency), the employee has an option to immediately or as soon as practically possible report to DCFS by using the one-step online "Child Abuse Reporting Electronic System" (CARES) offered by DCFS: reportchildabusela.org.

- DCFS – (800) 540-4000
- Los Angeles Police Department (LAPD) – Child Abuse Unit – (213) 486-0530
- Los Angeles County Sheriff's Department
- City police department serving the school

The SCAR (SS 8572) is available online through the DCFS website at http://dcfs.co.la.ca.us/contactus/childabuse.html or can be printed from LAUSD's website at http://achieve.lausd.net/Page/1604.

IV. Prohibited Actions

a. Do not contact the child's or the alleged perpetrator's parent or guardian if indicators point to possible abuse or if abuse is suspected prior to making a report.
b. Do not conduct an investigation of any kind once abuse or neglect is suspected or prior to making a report.
c. Do not report suspected child abuse to LASPD, as the law provides that LASPD is not a child protective agency.
d. Do not remove or arrange clothing to provide a visual inspection of the underclothing, breast, buttocks, or genitalia of a pupil.

V. District Employee Named as Alleged Perpetrator

a. District officials may temporarily reassign an employee who has been named as an alleged perpetrator in a report of suspected child abuse.
b. A District employee who is temporarily transferred or reassigned will be presumed innocent pending the outcome of the investigation and will have all appropriate due process rights.

VI. Consequences for Reporting or Failing to Report

a. Failure to comply with these laws and policies may subject an employee: (1) to a misdemeanor punishable by up to 6 months in jail and $1000 dollars fine; (2) to personal civil and criminal liability; and (3) to discipline, including dismissal and revocation of credentials.
b. Generally, District employees are immune from civil and criminal liability when reporting suspected child abuse as required by law.

FOR ASSISTANCE, CONTACT OFFICE OF THE GENERAL COUNSEL (213) 241-7600

Definitions of Child Abuse

The following are examples of child abuse:

Note: An employee who has a question or is unsure about whether or not conduct, behavior, or an incident should be reported as suspected child abuse may call a child protective agency, such as the *Department of Children and Family Services (DCFS) at (800) 540-4000 (24 hours per day – seven days per week), the Los Angeles Police Department (LAPD) at (213) 486-0530 (7:30 a.m. – 4:30 p.m. – Monday through Friday), or the local law enforcement department* serving the school. However, regardless of any discussion with a child protective agency representative, an employee who reasonably suspects child abuse must make the telephone and written report of suspected child abuse.

A. Physical Abuse - Physical injury (external or internal) such as a bruise, welt, burn, or cut inflicted on a child by other than accidental means by another person. "Hazing" may constitute physical abuse.
B. Sexual Abuse - Sexual assault or sexual exploitation. Sexual assault includes rape, statutory rape, rape in concert, incest, sodomy, lewd or lascivious acts upon a child, oral copulation, penetration or intrusion of a genital or anal opening, including the use of any object, intentional touching of the genitals or intimate parts or the clothing covering them, or child molestation. Sexual exploitation includes conduct or encouragement of activities related to pornography depicting minors and promoting prostitution by minors. "Hazing" may constitute sexual abuse.
C. Non-Consensual vs. Consensual Sexual Activity - Sexual abuse as defined by statute. Certain sexual conduct, even between consenting parties, may constitute child abuse. Child abuse reporting laws require mandated reporters to report as suspected child abuse conduct that has been defined as unlawful under the California Penal Code. The reportable acts are as follows:
    1. Non-Consensual acts of sexual abuse (defined above) must be reported (even when the perpetrator is a minor). It is important to note that, in instances of suspected child-on-child sexual abuse, it may be appropriate to report both children/students as victims of suspected child abuse, depending on the circumstances and ages.
    2. Consensual sexual acts or "lewd and lascivious" conduct involving a minor must be reported in the following circumstances:
        a. The minor is under 14 and the partner age 14 years or over are engaged in consensual sexual intercourse; or
        b. The minor is under 16 and an adult age 18 years or older are engaged in consensual sexual intercourse; or
        c. The minor is 14 or 15 years of age and an adult 10 years older or more are engaged in "lewd and lascivious conduct."
    3. A minor's pregnancy in and of itself does not constitute child abuse.

Reasonable Suspicion

"Reasonable suspicion" means that it is objectively reasonable for a person to contemplate a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect. For example, child abuse is brought to the attention of the mandated reporter from any spoken or written source, including but not limited to: the alleged victim, a

friend of the alleged victim, a colleague, or anonymous source or individual. "Reasonable suspicion" does not require proof or investigation by the reporting party.

Los Angeles Unified School District Sexual Harassment Policy

(Consult BUL-3349.1 for complete policy)

West Adams Preparatory High School is committed to maintaining a community in which all individuals, including faculty, can work in an atmosphere free of harassment, exploitation, or intimidation on the basis of sex, sexual orientation, or gender, and, for that reason, is a violation of state and federal laws and a violation of District policy. The District considers sexual harassment to be a major offense which can result in disciplinary action to the offending employee or the suspension or expulsion of the offending student in grades 4 through 12. Any student or employee of the District who believes that she or he has been a victim of sexual harassment shall bring the problem to the attention of the site administrator or Title IX Complaint Manager so that appropriate action may be taken to resolve the problem. The District prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Complaints will be promptly investigated in a way that respects the privacy of all parties concerned.

California Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory or vulgar comments, sexual innuendos, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; and/or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; and/or use of obscene gestures or leering.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; and/or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

To obtain specific rules and procedures for reporting charges of sexual harassment and for pursuing available remedies, contact:

- Educational Equity Compliance Office (Sue Spears, Director and District Title IX Coordinator) at (213) 241-7682, when issues or complaints involve students
- Equal Opportunity Section at (213) 241-7685, when issues or complaints involve employees



CODE OF CONDUCT WITH STUDENTS

A top priority of the District is the safety of our students. All employees, as well as individuals who work with or have contact with students (e.g., volunteers, mentors, coaches, etc.) must be mindful of the distinction between being sensitive to and supportive of students and a possible or perceived breach of responsible, ethical behavior.

While the District encourages the cultivation of positive relationships with students, employees and individuals who work with or have contact with students are expected to use good judgment, maintain professional standards and ethical boundaries, and are cautioned to keep these guidelines in mind and avoid the following when possible, including but not limited to:

- **Engaging in behaviors** either directly or in the presence of a student(s), that are unprofessional, unethical, illegal, immoral, or exploitative.
- **Meeting individually with a student** of any gender behind closed doors or in spaces designated for students only (e.g., restrooms, locker rooms), except for specific school-related purposes (e.g., assessments, counseling, required services, supervision).
- **Remaining on campus with student(s)** after the last administrator leaves the site; there are exceptions, such as afterschool programs, teachers rehearsing with students for a drama/music activity or coaching academic decathlon students, with administrative approval in advance.
- **Providing preferential treatment** and/or giving student(s) gifts, rewards, or incentives that are not school-related and for which it is directly or implicitly suggested that a student(s) is (are) to say or do something in return.
- **Making gestures, statements, or comments,** either directly or in the presence of a student(s), which are not age-appropriate, professional, or which may be considered sexual in nature, profane, obscene, abusive, intimidating, bullying, harassing, discriminatory, or demeaning.
- **Touching, having physical contact**, or requesting the removal of clothing with a student(s) that is not age-appropriate or within the scope of the employee's/individual's professional responsibilities.
- **Engaging in any conduct** that endangers students, inclusive of physical violence or threats of violence.
- **Using alcohol, or an illegal or unauthorized substance**, or possessing or distributing any controlled substance, while in the workplace or at a school-sponsored activity.
- **Transporting student(s) in a personal vehicle** without proper written administrator and parent authorization forms on file in advance for District approved reasons.
- **Meeting with, taking or accompanying student(s)** off campus for activities other than a District-approved school journey, activity, or field trip.
- **Providing students with, or requesting from students, personal contact information** and/or communicating/socializing with student(s), orally, in writing, by phone/email/electronically/webcam, via Internet, social media, or in person for purposes that are not specifically school-related.
- **Taking pictures or videos** of or requesting them from students, except for specific school-related purposes with appropriate approvals.

Even though the intent of the employee/individual may be purely professional, those who engage in any of the above conduct are potentially subjecting themselves to perceptions of impropriety. Any individuals who witness potential boundary violations are advised to report such conduct. The District takes such matters seriously and may be obligated to investigate the allegations, as warranted and/or when law enforcement clearance has been given, and take appropriate administrative corrective/disciplinary action. The District prohibits retaliation against anyone who reports or participates in an investigation of inappropriate conduct.

Individuals who need further information should contact the site administrator or the Educational Equity Compliance Office at (213) 241-7682; EquityCompliance@lausd.net.

achieve.lausd.net/eeco

January 2023

Los Angeles Unified School District Employee Code of Ethics

(Adopted: 9/98; Revised: 12/00, 2/03)

As employees of the Los Angeles Unified School District (LAUSD), our mission is to educate all students to their maximum potential. Our success depends on our teamwork, trust and commitment. Our Code of Ethics is intended to help us achieve success by setting common expectations and increasing trust, commitment and teamwork within the District, and between the District and the community.

CORE PRINCIPLES

To help us achieve our mission, we are committed to three core ethical principles:

- Commitment to Excellence
- District and Personal Integrity
- Responsibility

PURPOSE

Our Code of Ethics helps develop trust by describing what the public can expect from us, and what we can expect from each other and our District. It plays a central role in our District's commitment to help District personnel achieve the highest ethical standards in their professional activities and relationships. Our goal is to create a culture that fosters trust, commitment to excellence and responsibility, personal and institutional integrity, and avoids conflicts of interest and appearances of impropriety.

APPLICATION AND ENFORCEABILITY

The Code of Ethics applies to all District personnel including Board Members. Provisions of this Employee Code of Ethics are supported by State law, and District Board and Personnel Commission Rules, regulations, bulletins and collective bargaining agreements. Violations of this Code of Ethics may result in administrative or disciplinary action under those laws, rules, regulations, bulletins and agreements.

MAKING ETHICAL DECISIONS

While the Code of Ethics provides general guidance, it does not provide a complete listing or a definitive answer to every possible ethical situation. When making decisions, we should use good judgment to fulfill the spirit as well as the letter of the Code. The References section of the Code lists other documents such as laws, rules, policies and bulletins that provide more detailed guidance. When making decisions:

- Evaluate the situation and identify the ethical issues.
- Follow the rules. Consult the Code of Ethics, law, and District rules, regulations, bulletins, policies and procedures, and apply them to the situation.
- Ask for guidance from your supervisor. If your supervisor is involved in the problem, contact his or her supervisor, or the Ethics Office for help. Ask for help early—before you act.
- Make and carry out a decision that is consistent with the rules and develops excellence, integrity and responsibility.

CONTACTING THE ETHICS OFFICE

For advice, help, training, copies of ethics publications, or more information on the ethics program visit our website or contact us directly.

LAUSD Ethics Office
333. S. Beaudry Ave, 20th Floor
Los Angeles, California 90017
T: 213-241-3330
www.lausd.net/ethics

Social Media Guidelines for Employees and Associated Persons (BUL−5688.2)

Consult the District's Digital Citizenship website for additional resources and complete bulletin.

Many schools, offices and departments have their own websites and social media networks that enable staff to share school/work-related information (e.g., grades, attendance records, or other pupil/personnel record information) may be shared only on District-approved secured connections by authorized individuals. Confidential or privileged information about students or personnel must be maintained at all times. All existing policies and behavior guidelines that cover employee conduct on the school premises and at school-related activities similarly apply to the online environment in those same venues.

1. Keep personal social network accounts separate from work related accounts. When a student or minor wishes to link to an employee's personal social networking site, redirect them to the school approved website. Accepting invitations to non-school related social networking sites from parents, students or alumni under the age of 18 is strongly discouraged, and on a case-by-case basis, may be prohibited by the site administrator. (BUL-5167: Code of Conduct with Students-Distribution and Dissemination Requirement Policy)
2. Any employee or associated person engaging in inappropriate conduct including the inappropriate use of social media sites and applications during or after school hours may be subject to discipline.
3. Never post any personally identifiable student information including names, videos, and/or photographs on any school-based, personal or professional online forum or social networking website, without the written, informed consent of the child's parent/legal guardian and the principal.
4. Never share confidential or privileged information about students and/or personnel (e.g., grades, attendance records, or other pupil/personnel record information).
5. Users shall have no expectation of privacy regarding their use of District property, network and/or Internet access to files, including email. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and/or disclose them to others as it deems necessary. (Refer to BUL-999.13: Responsible & Acceptable Use Policy (RAUP) For District Computer Systems)
6. Posting inappropriate threatening, harassing, racist, biased, derogatory, disparaging or bullying comments toward or about any student, employee, or associated person on any website is prohibited and may be subject to discipline.
7. Threats are taken seriously and are subject to law enforcement intervention, including but not limited to formal threat assessments. (Refer to BUL-5798: Workplace Violence, Bullying and Threats)
8. District employees and associated persons are responsible for the information they post, share, or respond to online. Employees should utilize privacy settings to control access to personal networks, webpages, profiles, posts, digital media, forums, fan pages, etc. However, be aware that privacy settings bring a false sense of security. Anything posted on the Internet may be subject to public viewing and republication by third parties without your knowledge.
9. If you identify yourself online as a school employee or associated person, ensure that your profile and related content are consistent with how you wish to present yourself to colleagues, parents, and students. Conduct yourself online according to the same code of ethics and standards set forth in the Responsible & Acceptable Use Policy. It is recommended that you post a disclaimer on your social media pages stating "The views on this page are personal and do not reflect the views of the Los Angeles Unified School District."
10. Use of District logos or images on one's personal social networking sites is prohibited. If you wish to promote a specific LAUSD activity or event, you may do so in accordance with the Office of Communications and Media Services guidelines.

11. Misrepresenting oneself by using someone else's identity may be identity theft. It is advisable to periodically check that one's identity has not been compromised.
12. During an emergency situation that impacts the employee's work site, the employee may post a general statement of well being to their social network account if doing so does not interfere with their assigned emergency duties.

III. EDUCATIONAL VALUE OF SOCIAL MEDIA

Technology is reshaping how we reach our students and how students interact with the world. For example, some teachers are using social media as an educational tool. Schools are using social media to launch anti-bullying campaigns, to share school news and events, to increase homework compliance and support, or to enhance classroom instruction. All social media interaction between staff and students must be for instructional purposes and must not include confidential information without parental and site administrator approval. (Refer to BUL-6399.2: Social Media Policy for Students)

When using social media for instructional purposes, the highest possible privacy settings must be utilized. The site administrator and parents must be notified of all classroom social media use. Additionally, the site administrator or designee shall have administrative access to such sites. If online commenting is enabled in an open site, the comments must be moderated and monitored daily for inappropriate language and content.

IV. RESPONSIBILITIES OF DISTRICT EMPLOYEES AND ASSOCIATED PERSONS

All District employees and associated persons are expected to:

- Adhere to this Social Media Policy for Employees and Associated Persons.
- Be familiar with and follow the guidelines and the provisions of this policy. All District employees utilizing social media with students are expected to:
- Educate students about digital citizenship, which includes appropriate and safe online behavior, interacting with individuals on social networking websites, and cyberbullying awareness.
- Be familiar with and follow the guidelines and the provisions of this policy and BUL-6399.2: Social Media Policy for Students.

Faculty Responsible Use Policy of Computers/Internet (BUL-999.15)

Consult the District's Digital Citizenship website for additional resources and complete bulletin.

Purpose

The purpose of the District's Responsible Use Policy ("RUP") is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information and to comply with legislation including, but not limited to, the Children's Internet Protection Act (CIPA), Children's Online Privacy Protection Act (COPPA) and Family Educational Rights and Privacy Act (FERPA). Furthermore, the RUP clarifies the educational purpose of District technology. As used in this policy, "user" includes anyone using computers, Internet, email, and all other forms of electronic communication or equipment provided by the District (the "network") regardless of the physical location of the user. The RUP applies even when District provided equipment (laptops, tablets, etc.) is used off District property. Additionally, the RUP applies when non-District devices access the District network.

The District uses technology protection measures to block or filter as much as reasonably possible, access to visual and written depictions that are obscene, pornographic, or harmful to minors over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any communications or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network, and/or Internet access or files, including email.

The District will take all necessary measures to secure the network against potential cyber security threats. This may include blocking access to District applications, including but not limited to email, data management and reporting tools, and other web applications outside the United States and Canada.

Employee Responsibility

If you are supervising students using technology, be vigilant in order to ensure students are meeting the provisions outlined in the RUP.

Digital Citizenship

- All employees are responsible for modeling and actively practicing positive digital citizenship.
- Employees using classroom technology are explicitly required to teach students about positive digital citizenship.
- What employees do and post online must not disrupt school activities or compromise school safety and security.

Privacy

- I will not share personal information about students and employees including, but not limited to names, home addresses, birth dates, telephone numbers, student ID numbers, employee numbers, and/or visuals.
- Transfer of student information shall be only through approved District information systems and facsimile. Email and collaborative documents are not secure methods for transmitting student data.
- I will be aware of privacy settings on websites that I visit.
- I will abide by all laws, this Responsible Use Policy, and all District security policies.

Passwords

- Under no circumstances are District passwords to be shared with others, including other District staff and students.
- Log out of unattended equipment and accounts in order to maintain privacy and security.
- Professional Language
- Use professional language in all work-related communications including email, social media posts, audio recordings, conferencing, and artistic works.

Cyberbullying

- Bullying in any form, including cyberbullying, is unacceptable both in and out of school.
- Report all cases of bullying to the site administrator or other authority.

Inappropriate Material

- Do not seek out, display, or circulate material that is hate speech, sexually explicit, or violent while at school or while identified as a District employee.
- Exceptions may be made in an appropriate educational context.
- The use of the District network for illegal, political, or commercial purposes is strictly forbidden.
- Transmitting large files that are unrelated to District business and disruptive to the District network is prohibited.

Security

- All users are responsible for respecting and maintaining the security of District electronic resources and networks.
- Do not use the District network or equipment to obtain unauthorized information, attempt to access information protected by privacy laws, or impersonate other users.
- Do not try to bypass security settings and filters, including through the use of proxy servers.
- Do not install or use illegal software or files, including unauthorized software or apps, on any District computers, tablets, smartphones, or new technologies.

Equipment and Network Safety

- Take all reasonable precautions when handling District equipment.
- Use caution when downloading files or opening emails as attachments could contain viruses or malware.
- Vandalism in any form is prohibited and must be reported to the appropriate administrator and/or technical personnel.

Copyright

- While there are fair use exemptions (http://www.copyright.gov/fls/fl102.html), all users must respect intellectual property.
- Follow all copyright guidelines (http://copyright.gov/title17/) when using the work of others.
- Do not download illegally obtained music, software, apps, and other works.

Consequences for Irresponsible Use

Misuse of District devices and networks may result in restricted access or account cancellation. Failure to uphold the responsibilities listed above is misuse. Such misuse may also lead to disciplinary and/or legal action against employees, including personnel action and/or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

Disclaimer

The District makes no guarantees about the quality of the services provided and is not liable for any claims, losses, damages, costs, or other obligations arising from use of the network or District accounts. Users are responsible for any charges incurred while using District devices and/or network. The District also denies any liability for the accuracy or quality of the information obtained through user access. Any statement accessible online is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.

Instructions: After having read the above information, sign below and return to your administrator or other designated supervisory personnel.

I have read, understand, and agree to abide by the provisions of the Responsible Use Policy of the Los Angeles Unified School District.

School/Office:_____

Employee Name: _____ Employee Number: _____

Employee Signature:_____ Date:_____

Drug, Alcohol and Tobacco-Free Workplace (BUL-6488.2)

The federal government has adopted various anti-drug regulations that require employers, including school districts, to take certain measures to ensure that the workplace is free from illicit drugs and alcohol. These regulations are included in the Drug-Free Workplace Act, the Drug-Free School and Communities Act and the NCLB Act Title IV, Part A, Safe and Drug-Free Schools and Communities.

Federal regulations require employees to abide by this policy as a condition of employment and further require that newly hired employees will receive a written notice of the District's commitment to a drug-and alcohol-free workplace. This policy in no way precludes administrative or disciplinary action by the District for drug-related and alcohol-related violations occurring outside the workplace.

The policy of the District is to maintain a drug-and alcohol-free workplace and prohibit the manufacture, sale, distribution, dispensing, possession, or use of illicit drugs and alcohol by employees in all workplaces.

It is also the policy of the District to prohibit smoking and the use of all tobacco products such as e-cigarettes and peripherals, at all times, on all District property, District-owned or leased buildings, and in District vehicles, by all persons, including employees, students and visitors at any school or District site or any school-sponsored event.

As required by these acts, the Los Angeles Unified School District hereby notifies its employees as follows:

1. The manufacture, sale, distribution, dispensing, possession, or use of illicit drugs and alcohol is prohibited in any and all District workplaces;

2. Violation of Paragraph 1 by an employee will result in appropriate administrative or disciplinary action including, but not limited to, written reprimand, suspension, dismissal from employment, and/or the requirement for satisfactory participation and completion of a drug and alcohol abuse assistance or rehabilitation program;

3. Employees are required to notify the Employee Relations/Services Section, Human Resources Division at (213) 241-6591, or any criminal drug and alcohol statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction;

4. Within thirty (30) days of receiving the notice required by Paragraph 3, the District shall take appropriate administrative or disciplinary action, as specified in Paragraph 2.

For further information on the District's drug-free and alcohol-free workplace policy, see Bulletin 6488.2, Office of the Chief Operating Officer.

The federal and state governments have adopted various anti-tobacco laws that require schools to have adopted and fully implemented tobacco-free environmental policies.

As required by these laws, the Los Angeles Unified School District hereby notifies its employees as follows:

1. Smoking and the use of all tobacco products shall be prohibited on all District property, including District owned, leased, or contracted for [NCLB Act Section 4303] buildings and in District vehicles at all times by all persons, including employees, students, and visitors at any school or District site or

attending any school-sponsored events. In accordance with California Assembly Bill 816 (1994), and the Federal Goals law, the District implemented the Tobacco-Free Workplace policy on January 1, 1995.

2. Violation of paragraph one by any employee will result in appropriate administrative or disciplinary action including, but not limited to, a counseling interview, verbal warning, written reprimand, suspension, or dismissal from employment.

For further information on the District's tobacco-free workplace policy, see Bulletin 6488.2, Office of the Chief Operating Officer.

Bullying and Hazing Policy (BUL-5212.3)

Consult the District's Educational Equity Compliance Office website for additional resources and complete bulletin.

DISCRIMINATION AND HARASSMENT

All pupils have the right to participate in the educational process free from discrimination and harassment. Protected categories include an individual's actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, or age, as well as a person's association with a person or group of these protected categories, or any other basis protected by federal, state, local law, ordinance, or regulation. BUL-5212.3 reaffirms the policy against bullying in all areas of the District's jurisdiction, updates the definition and types of bullying and provides recommendations on the investigations, monitoring, documentation and communication regarding incidents of bullying and hazing.

BULLYING

Bullying is any deliberate and unwanted severe or pervasive physical, verbal, or electronic act* that has the intention of, or can be reasonably predicted to have the effect of, one or more of the following:
Reasonable fear of harm to person or property.
Substantially detrimental effect on physical or mental health.
Substantial interference with academic performance.
Substantial interference with the ability to participate in or benefit from school services, activities, or privilege

Bullying and hazing are part of a continuum of aggressive or violent behaviors. Some acts of bullying or hazing may constitute other categories of misconduct, such as assault, battery, child abuse, hate-motivated incident, criminal activity, or sexual harassment and, as such, violate other District policies.

All incidents must meet the impact criteria of bullying to be considered as such:
Cyberbullying is committed by means of an electronic communication device, such as a cellular phone, computer, or tablet and may include messages, texts, sounds, images, posts on social network, Internet websites, and the creation of false profiles or credible impersonations of another actual person without their consent (CA Ed. Code § 32261 (a-g), CA Penal Code §§ 528.5 – 529).
Physical bullying includes intentional, unwelcome acts of beating, biting, fighting, hitting, kicking, poking, punching, pushing, shoving, spitting and tripping.
Social or relational bullying includes spreading rumors, manipulating relationships, exclusion, blackmailing, isolating, rejecting, using peer pressure and ranking personal characteristics.
Verbal and non-verbal bullying include gossiping, making rude noises, name-calling, spreading rumors, hurtful teasing and threatening gestures.
Playful teasing is good-natured joking and name-calling among friends with the intention of building closeness. By contrast, bullying is malicious teasing among individuals who are not friends with the intention of invoking harm, fear or humiliation. Teasing may have the unintended outcome of invoking embarrassment, whereas in bullying, invoking embarrassment is the intended goal. Teasing and bullying may appear similar, but the differentiating variables are the relationship between the parties and the intention of the perpetrators.

HAZING

Hazing is a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious

bodily injury, personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. Hazing does not include athletic events or school-sanctioned events [(CA Ed. Code § 48900(q, r), CA Penal Code § 245.6)].

STAFF RESPONSIBILITIES

Model and enforce appropriate behavior by creating an environment where mutual respect, tolerance, civility, and acceptance among students and staff are promoted, and students understand that bullying and hazing are inappropriate, harmful, and taken seriously. Be familiar with the indicators of and appropriate responses to bullying and hazing, and communicate and reinforce positive behavior expectations and norms. Intervene immediately and safely with any act of discrimination, harassment, intimidation, hazing or bullying. Report any complaints or incidents of bullying or hazing involving a District employee to the site administrator immediately. Document incidents of bullying and hazing in iSTAR and/or MiSiS.

School Protocols and Regulations

Campus Security

ID badges

All employees are required to have and wear an identification badge. To obtain an ID badge, please see your academy administrator. Each year, retake your picture during the student ID process.

Parent Visits

Per Education code §51101 parents have the right to observe the classroom(s) in which their child is enrolled with a reasonable amount of time of making the request. If a parent has made no prior arrangement/appointment, the main office will contact said teacher to find out if a visitation is convenient. If a visitation is not convenient, the teacher will write down a time or times when the visitor may visit.

Military Recruiters

Military recruiters who are requesting student directory information should be referred to the Data and Accountability Office at (213) 241-2460. Student lists will be provided to the recruiters for a fee once an affidavit is signed indicating planned use of the student lists.

Campus Visitors

LAUSD is committed to providing a safe and secure learning environment for its students. The enhanced involvement and assistance of parents, community members, and organization representatives in school programs and activities have increased the number of school campus visitors. In some instances, campus visitors have created concerns for staff. Therefore, all school campus visitors must be informed of and must adhere to the laws and school policies for visitors to school campuses, as stated in the California Education Code 44810(a); 444811(a); 51101(a):(1),(2),(12) and Bulletin 1325.1. Adults and minors over 16 years of age who enter campus and fail to adhere to the posted "Visitor's Policy" or who defy the principal/designee's authority may be reported to the appropriate police agency and may be subject to criminal charges. All visitors to West Adams Preparatory High School must have a photo ID, sign in at the Main Office, wear name tags and be made aware of the visitor procedures. Student guests (under 18) may visit school only if accompanied by a parent or guardian. Visits by non-enrolled children (students) unaccompanied by adults must be referred to the principal.

Prior arrangements made with the teacher for classroom visitation is mandatory--Teachers should notify the Main Office at least one day in advance when a visitor is expected. At no time shall a visitation interfere with the school/class instructional process. If a visitor becomes disruptive, he/she will be asked to leave immediately. Abuse of any teacher by a visitor – a parent, guardian or other person who insults or abuses any teacher in the presence of other school personnel or in the presence or hearing of a student is guilty of a misdemeanor (Ed Code 44810-112). The principal or designate is empowered to call for police assistance if necessary. Outside vendor delivery personnel including food deliveries are not permitted on campus unless with the permission of the Principal.

Guest Visitors to classrooms must get cleared by the principal. Teachers will need to fill out a classroom visitor authorization form and have it authorized three weeks before the visit. Please see Attachment A at the end of the faculty handbook for a classroom visitor authorization form.

Refer to the next section to view the visitor authorization form. Forms are available from the main office.

Disclosure of Student Information

All requests for student information must be approved by the Principal. When interacting with governmental agencies regarding an investigation, all interactions must be pre-approved by the Principal prior to the interaction.

West Adams Preparatory High School
1500 W. Washington Blvd.
Los Angeles, CA 90007
Phone: (323) 373-2500 Fax: (323) 373-2518

2025-26 Visitor Authorization Form

Must be completed and submitted at least 48-hours prior to the visit

Requesting Teacher: _____
Room: _____
Date: _____

I would like to request authorization for:

Name: _____
Date of Birth: _____
Home Address: _____

to visit my classroom on _____. The visitor will be in my classroom from _____ am/pm to _____ am/pm.

The purpose of the visit is: _____

_____

I understand the visitor-

- Will have to check into the main office upon arrival at West Adams
- Must wear a visitor's badge while they are on campus
- Will not be left alone with students without a certificated staff member present
- Must sign out of the main office upon departure from West Adams

Select One:

☐ The visitor is an LAUSD Employee and will bring a copy of their District ID.

☐ The visitor is not an LAUSD employee and will provide a copy of a government ID AND the visitor does not appear on the Megan's Law Website. Attached is a printout of California Megan's Law Website (www.meganslaw.ca.gov/) search by both the visitor's name and home address.

_____	_____
Requesting Teacher's Signature	Date
_____	_____
Academy Administrator	Date
_____	_____
Principal Signature	Date

The Official Visitor Authorization Form is available in the Main Office in the Faculty Handbook

See the following for more information on district policy:
BUL-6492.2 Visitors To School Campuses and Locked Campuses During Class Hours at All Schools

ACCESSING SITES DURING NON-SCHOOL HOURS

No staff member should be on-site on a non-school day or other non-school hours unless administration has pre-authorized their use of facilities. West Adams is alarmed during non-school hours and unauthorized entrance will alert the LA School Police. If a staff member would like access on a non-school day when there are administration present, the staff member must receive permission from the administrator present. Use Attachment B – Authorization to Access Site during Non-School Hours for authorization. Attachment B is included in the form section of the handbook. The staff member should communicate their arrival and exit time and their work location. This communication is in place to prevent setting off the intruder alarm and to ensure the safety of the employee.

LAUSD Policy for Using Facilities when Site Administration is not present: Employees authorized to be on site when staff is not routinely assigned shall follow the two-step process outlined below. A. The site administrator must pre-approve a written authorization for employees to enter the facility during non-business hours. The authorization shall identify the employee by name, employee number, and position title and also indicate the date, time, purpose, and authorized building(s) or area(s) to be accessed. The employee who is given permission to access the campus during non-school hours must be knowledgeable about how to deactivate the alarm upon entering the site and how to activate the alarm when leaving the site. Use Attachment B – Authorization to Access Site during Non-School Hours for authorization. A copy of Attachment B shall be sent to the LASPD Watch Commander in advance of site use and the employee is to keep this attachment in his/her possession when on site.

Employees shall be trained and able to perform all of the tasks in the checklist on Attachment C – Checklist for Accessing/Closing a Site During Non-Business Hours. Employees shall have a copy of Attachment C in their possession when on site. The completed checklist will be returned to the authorizing administrator.

Upon arrival and entry to the site, the authorized employee shall call the LASPD Watch Commander at (213) 625-6631 with notification that staff is on site. The alarm must be deactivated for all authorized areas to be used. At the conclusion of use, the authorized employee shall call the LASPD Watch Commander with notification that the site is secured and cleared. The alarm must be activated for the entire site.

Planning Events

All student events that use facilities beyond the classroom or that involve the attendance of non-students should be approved by the administrator in charge of the pertaining area. Staff members should submit a calendar form using the school website at least two weeks prior to the event. They should check the school calendar to see if the venue is available on the date requested. After the staff member submits the on-line form, the administrator in charge of the school calendar will notify the teacher within 48 hours if the venue is not available. Venues include the use of the MPR (S230), theater, Student Run Café, and student cafeteria. Please note, that the athletic field and gymnasiums are the classrooms for the Physical Education program and use of these areas should be avoided during class time. In the event that a PE facility must be used during the school day, notify the PE Department at least one week in advance.

Use of the Library

Reservation of the library or library conference room should be completed on-line using the school website. 24 hour notice should be given prior to the requested date. There are designated check-out times for checking out materials. See the administrator in charge of the library regarding access for your students. Library conference room is unavailable.

Keys

Teachers may obtain keys and parking cards from the School Administration. Keys and cards are returned at the close of the school year. Report any loss of keys/cards immediately to an administrator so that security can be maintained and a police report needs to be filed. Do not loan keys to students at any time. Failure to notify administration of lost keys may lead to disciplinary action. Staff who lose a parking card must pay the replacement cost of 20 dollars to obtain a duplicate. See BUL-2374.3.

Areas Limited to Staff

There is a cafeteria for staff located down the hallway from the Book Room. Faculty restrooms are located in various locations throughout the school. Faculty restrooms should be used by staff and visitors only. Do not allow students access to staff only areas including faculty restrooms. Staff should use only the restrooms designated for adults only. Report servicing requests to the office.

Staff Parking

Vehicles may not be left or stored on school property. There is no overnight parking. Faculty and staff are not to use spaces reserved for visitors, the disabled, students or those that are marked restricted. Staff members using slots designated for two cars must pull in completely to allow another car to park. Cars parked in such a manner that occupies 2 spaces may be ticketed.

Students are not allowed in the underground parking lot with or without teacher supervision. If you need assistance unloading items from your car, please contact your ACADEMY Principal. They will make arrangements with the custodial staff to assist you in hauling items to your classroom.

Media Plan

When a major event occurs involving West Adams Preparatory students or personnel on or off the campus, the following procedure will be implemented in reference to handling the media. ALL media contact should be directed to the principal or designee. Anytime the media is on campus, notify the Principal immediately.

- Principal or Designee will:
    - Contact the school police officer to secure school entrances and direct media accordingly.
    - Contact the district communications office for further direction.
    - Issue communication with the staff including instructions on handling student concerns regarding the incident or situation.
    - Make arrangements for school police to monitor the situation after hours.
- Staff will:
    - Refer media to the principal's office.
    - Not release any information regarding the student or their records to the media.
    - Be reminded that nothing is off the record and you are cautioned about civil liability of comments made to the media.
    - Monitor student behavior, limit number of passes, increase supervision during passing periods, etc.

Reporting Accidents

A “Formal Report of Accident” form is to be made out on all accidents involving students or employees, no matter how minor, in the event of legal action that may follow. Forms may be obtained from the nurse and/or your academy principal. The nurse should check students who are injured in school. If the nurse is not available, an administrator should be contacted. In case of injury where the student is unable to walk to the Health Office, the nurse or the administrator is to be called to the scene of the accident.

All school employees are protected under the Worker's Compensation Act in cases of injury or death incurred in line with the usual duties required of school employees, as provided in his/her contract or other conditions of employment. An injured employee should report his/her injury to his/her academy principal and to the Human Resources Department as soon as the injury occurs. In addition to verbally reporting the injury, the employee must also complete an Employee Accident Report and return it to the Human Resources Department on the same day (or as soon as possible) as the injury occurred.

Delivery of Food onto Campus

Students are not permitted to order food to be delivered at West Adams Preparatory High School. Staff should not order food on behalf of students. Because the school has experienced a large volume of orders that impact office staff monitoring school safety, staff who plan to order food for delivery on campus must be in the office before the order arrives. Deliveries should occur only during non-instructional time. Please consider supporting the school's culinary arts program when placing orders.

Signs/Posters

Windows on classroom doors are not to be covered in any manner. All signs, posters, etc. must be approved by the Principal or Principal Designee before being posted. Also signs/posters need to be taken down after an advertised event takes place. Signs/posters without administrative approval shall be removed immediately.

Additional Professional Duties

Article IX section 4.0 of the Collective Bargaining Agreement states, “Each employee is responsible not only for classroom duties (or, in the case of non-classroom teachers, scheduled duties) for which properly credentialed, but also for all related professional duties. Such professional duties include the following examples: instructional planning; preparing lesson plans in a format appropriate to the teacher's assignment; preparing and selecting instructional materials; reviewing and evaluating the work of pupils; communicating and conferring with pupils, parents, staff and administrators; maintaining appropriate records; providing leadership and supervision of student activities and organizations; supervising pupils both within and outside the classroom; supervising teacher aides when assigned; cooperating in parent, community and open house activities; participating in staff development programs, professional activities related to their assignment, independent study and otherwise keeping current with developments within their areas or subjects of assignment; assuming reasonable responsibility for the proper use and control of District property, equipment, material and supplies; and attending faculty, departmental, grade level and other meetings called or approved by the immediate administrator.

Mailboxes/Email/Website

Mailboxes are located in the main office. It is required that teachers check them in the morning and before leaving for the day for messages and other notices. An email account is provided to all District employees. It is the responsibility of each employee to check email on a daily basis. Staff are legally mandated to follow District protocols on appropriate use of technology. Email and technology should be used for District use only. Access issues should immediately be reported to the LAUSD Instructional Technology Division. Use the school website for forms and information. Any/all entries to the school website must be approved with the administration before posting. No social media accounts may be created associated with the West Adams’ name and/or logos. Use Schoology for official business.

Back to School, Open House, and PHBAO Conferences

All teachers are required to attend Back to School, Open House, and fall and spring PHBAO Parent Conference nights. If a teacher is not in attendance due to an illness or emergency, the teacher must arrange with the academy administrator an alternative time to meet with parents at an equivalent time period. Appropriate documentation and benefit forms must be completed. To encourage parents to attend parent conferences, teachers are required to maintain the parent conference call log. Completed logs of 20 parent contacts should be turned into the academy administrator on the day prior to the parent/community event. F/D call logs should be made during the 5, 10 and 15-week grading periods.

Supervision Responsibilities

Early dismissals of students are not authorized. Teachers are to keep students inside the classrooms until the dismissal bell rings. Teachers who detain students after the dismissal bell will need to send a pass with each detained student to the next class. Teachers are required to stand outside of their door to assist with supervision during passing periods. Compulsory education laws create a special relationship between students and teachers, who effectively take the place of parents and are responsible for actively protecting the children under their charge. Accordingly, teachers have a duty to be vigilant and present to properly monitor students, prevent or correct harmful situations or call for help when a situation is beyond their control.

Removing students from a classroom, including sitting in the hallway, during instructional time without administrative clearance is not authorized. Teachers are required to keep ALL of your assigned students within your direct visual observation at all times. Teachers are responsible for the conduct or safety of any pupil while such pupil is or should be under your immediate and direct supervision (using a reasonable person standard).

Per LSLC students are not to be issued Hall Passes during the first and last 10 minutes of class. All students need to have a pass to be out of class. Limit passes to increase instructional time and decrease discipline issues. Use the official WAPHS hall pass for students who will be returning to your class during the period. Use office referral forms for students going to the nurse or not returning to class.

Record-keeping

Roll book and Attendance Procedure

Teachers are required to take attendance during the first 10 minutes of class and input attendance for every period each school day. Teachers are to mark students absent any time the student is not in class regardless of the reason. The staff person responsible for student absence shall provide a list to the Attendance Office of all students who participated in school related activity including athletic events. The Attendance Office will then take the responsibility of recording their absence code. Teachers are responsible for completing absent discrepancy reports in a timely manner.

Access to and Use of Student Records

Students' personal cumulative folders may be made available to the teachers by the counselors or by the registrar and in no instance are they to be removed from the school site. If a CUM folder is removed from the file, it must be replaced by an "out card" completed with the required information. Student's permanent grade (report card) folders are never removed from the files. Because of the Family Privacy Act, all persons must clear with the principal before undertaking research projects, making off-campus class reports, or making media items related to students and the school. Military recruiters who are requesting student directory information should be referred to the Data and Accountability Office at (213) 241-2460. Student lists will be provided to the recruiters for a fee once an affidavit is signed indicating planned use of the student lists (LAUSD Bulletin1077 Information Protection Policy).

Work Hours/Absences

Teacher Work Hours

Per Article IX section 2 of Collective Bargaining Agreement all employees shall, upon each arrival to and departure from their assigned work location, enter their initials on a form provided by the District. All teachers are to sign-in/out in their academy office. Article IX, section 3.1 also makes explicit that teachers are to sign in 5 minutes before instructional time begins and no earlier than 2 minutes after the end of the instructional day.

Sign-in/Sign-out Procedure

Time Card is the District's official document of an employee's attendance/absence for time reporting purposes. The use of the time card is mandated in the Board Rules and is subject to the District designated auditors. All certificated employees shall, upon each arrival to and departure from their assigned work location, enter their initials on a form provided by the District. All classified employees, except those identified in Personnel Commission Rule 596 (over-time exempt), sign in by recording the actual time of arrival but not earlier than the assigned start time and sign out by recording the actual time of departure but not later than the scheduled stop time from their assigned work location(s).

Except for special scheduled events, the campus closes at 6 PM. If you are planning to stay after 4:30 PM, notify the Late Administrator. Always inform your administrator if students are staying after school with you. For your safety and the safety of students in case of emergencies, it is important that the school is aware of the location of staff and students after school hours.

Teachers Leaving Campus

Teachers must sign out and sign in the main office if they are leaving campus during lunch hours.

Absence Certification

Completed and approved absence certification forms are required prior to reporting of absence time. The following certification forms are available in the Main Office and each ACADEMY Office: Certification of Illness, Family Illness, Or New Child, Form 60.ILL & Certification of Absence for Non-Illness, Bereavement, or Personal necessity, Form 60.NON-ILL. Additionally, teachers who are absent the day(s) before or after an extended weekend or break must submit a doctor's note with their certification.

Substitute Teacher Folders

When a teacher is absent from duty and is necessary, well-planned procedures will enable the work of the teacher to proceed with as little interruption as possible. Per Article IX section 4.0 of the Collective Bargaining Agreement teachers should complete a substitute folder and file with the Main Office by the end of the 1st week of instruction. Substitute teacher folders are to contain the following:

- Lesson plans
- Seating charts
- Class rosters
- Attendance procedures
- Teacher's Discipline Plan
- Your emergency lesson plans
- List of students with accommodations/modifications

Substitute Request System

***Note, certain categories of the teaching staff including ROP and JROTC do not use the substitute request system. Instead the teachers in these categories will report their impending absence directly to the School Administrative Assistant (SAA).

SmartFindExpress

Beginning the 2016-2017 school year, teachers must register for the new substitute teacher request system, SmartFindExpress. The new SmartFind system can be reached at the same phone number that has been used to access SubFinder (877-528-7378). Please follow the instructions below to register and access the system:

Phone Registration What you need to do the first time you use the system 	Register with the system by calling: (877) 528-7378 Access ID: Employee Number PIN: Date of Birth (MM/DD/YY) NOTE: Phone registration is required BEFORE you access the web site Enter your Access ID, followed by the star (*) key. The system will then prompt you to enter your PIN. You will be asked to record your name. When you have finished recording, press the star (*) key
Web Access What you need to do when you access the web system for the first time 	Open your internet browser and access the SmartFindExpress site. The system Welcome Message and any district-wide announcements are displayed. https://lausd.eschoolsolutions.com/ You will use your Single Sign-On to access. Upon successful login, your home page is displayed. Please review your contact information under the Profile menu. Any needed updates will be made via the LAUSD self-service portal and will update in the SmartFindExpress system daily. Link to self-service portal: https://selfservice.lausd.net You can watch instructional videos from the login page or once logged in; you can download the User Guide from the Help menu.
What to do if you have questions 	For questions related to your substitute assignment or the SmartFindExpress system please call: (213) 241-6117 If you need assistance with your Single Sign-On please contact the Information Technology (IT) Help Desk at: (213) 241-5200

Request for Class Coverage

Partial Day Coverage

When teacher attends Professional Development (PD) training:

1. Obtain prior approval from your academy administrator.
2. Complete "Request for Class Coverage" form.
   a. Make sure the form contains your academy administrator signature & fund source.
   b. A funding source number should be obtained from your academy administrator.
3. Teacher submits form to SAA/Admin Aide in main office in a timely manner.
4. SAA/Admin Aide will contact a sub for coverage.
5. Sign-out in the main office upon leaving. Sign back in, if returning.

When teacher leaves early due to illness/emergency:

1. Notify your academy administrator.
   a. Illness or non-illness form with academy administrator signature.
   b. Submit both forms to SAA/Main Office who will contact a sub for coverage.
   c. Sign-out in the main office upon leaving. Sign back in, if returning.

Full Day Coverage

When teacher attends PD training all day:

1. Obtain prior approval from your academy administrator.
2. Complete "Request for Class Coverage" form.

a. Make sure the form contains your academy administrator signature & fund source.
b. A funding source number should be obtained from your academy administrator.

3. Submit "Request for Class Coverage" form to SAA/Admin Aide in a timely manner.
4. You, not SAA/Admin Aide, calls Sub Finder*.
5. If more than 5 teachers need coverage for PD purposes, obtain names of substitutes from SAA/Admin Aide will contact them directly.

When teacher is out due to illness or emergency:

1. Access SmartFindExpress to request coverage*.
2. You must notify the main office.
3. Complete and submit and illness or non-illness form with your academy administrator's signature to SAA/Admin Aide immediately upon return

Teacher running late

1. You must notify the main office.
2. The academy will notify the SAA/Admin Aide in the main office.
3. You must sign-in in your academy office before entering class.
4. Teacher must submit illness or non-illness form with academy administrator's signature to SAA/Admin Aide in the main office by the end of the return day

* CTE/ROP Teachers do not have access to SmartFindExpress and should notify the main office any time coverage is needed.

Phone System Instructions

Cisco IP Phone 8861

1 Dial

To place a call, pick up the handset and enter a number. Or, try one of these alternatives.

Redial Last Number

Press Redial to redial on your primary line. To redial on another line, press the line button first.

Dial On-Hook

1. Enter a number when the phone is idle.
2. Lift the handset or press Call, Headset, Speakerphone , or Select.

Speed Dial

Enter a speed-dial item number and press SpeedDial. You may also have speed dials assigned to some buttons along the left side of your phone.

Outside calls

Enter **8** then ten digit phone number or 1+ten digit phone number for long distance *(if active)*

2 Answer

New calls display in these ways:

• A flashing amber line button
• An animated icon and caller ID
• A flashing red light on your handset

To answer the call, lift the handset. Or, press the flashing amber session button, Answer, the unlit headset button, or the speakerphone button.

Answer Multiple Lines

If you are talking on the phone when you get another call, a message appears briefly on the phone screen. Press the flashing amber line button to switch lines and press the session button to answer the second call. The first call goes on hold automatically. You can answer a call through an actionable incoming call alert if this feature is enabled by your administrator.

3 Hold

1. Press Hold. The hold icon appears and the line button flashes green.
2. To resume a call from hold, press the flashing green line button, Resume, or Hold.

4 Transfer

1. From an active call, press Transfer.
2. Enter the transfer recipient's phone number.
3. Press Transfer again (before or after the party answers). The transfer completes.

Direct Transfer

You can transfer the active call to the held call either on the same line or across lines

• From an active call, press Transfer.
• Press Active calls to select the held call, and press Transfer again to finish the call transfer.

5 Conference

1. From an active call, press Conference.
2. Make a new call.
3. Press Conference again (before or after the party answers). The conference begins and the phone displays "Conference."
4. Repeat these steps to add more participants. The conference ends when all participants hang up.

Join Calls

You can conference the active call with the held calls either on the same line or across lines.
• From an active call, press Conference.
• Press Active calls to select the held call, and press Conference again to create the conference.
View and Remove Participants
During a conference, press Show Details. To remove a participant from the conference, scroll to the participant and press Remove.

6 Mute

1. While on a call, press Mute . The button glows to indicate that mute is on.
2. Press Mute again to turn mute off.

7 Voicemail

New message indicators:
• A solid red light on your handset
• A stutter dial tone (if available)
• The voicemail icon and number display on the screen along with one idle session button
Listen to Messages
Press Messages and follow the voice prompts. To check messages for a specific line, press the line button first.

8 Divert

Press Divert when the call is ringing, active, or on hold. Divert redirects an individual call to voicemail or to another number set up by your system administrator.

9 Forward All

1. To forward calls received on your primary line to another number, press Forward all.
2. To forward calls to another number, enter a phone number.
3. To forward all calls to voicemail, press Messages
4. To cancel call forwarding, press Forward off. To set up forwarding on a secondary line, press the line button to select the line and press Forward all. To set up forwarding remotely, access your Self Care Portal.

10 Call History

View Call History
1. Press Applications.
2. Scroll and select Call History.
3. Select a line to view. Your phone displays the last 150 missed, placed, and received calls.
4. To view details for a call, scroll to the call, press More, and then press Details.

View Missed Calls Only
1. View your call history.
2. Press Missed. Alternately, press the session button mapped to the Call History icon. Dial Call History
1. View your call history, or navigate to your missed or placed calls.
2. Scroll to a listing and lift the handset, or press Select.
3. To edit a number before dialing, press More >EditDial.

11 Directories

1. Press Contacts.
2. Scroll and select a directory.
3. Use your keypad to input search criteria.
4. Press Submit.

5. To dial, scroll to a listing and press Dial.

12 Settings

Volume

The Volume bar is located to the left of the keypad.

• To adjust the handset, headset, or speakerphone volume, press Volume when the phone is in use.

• To adjust the ringer volume, press Volume on the left (-) or right (+).

• To silence the phone when ringing, press Volume left one time. Pressing Volume multiple times lowers the ringer volume.

Ringtone

1. Press Applications.
2. Select Settings > Ringtone.
3. Select a line.
4. Scroll through the list of ringtones and press Play to hear a sample.
5. Press Set and Apply to save a selection.

Screen Brightness

1. Press Applications.
2. Select Settings > Brightness.
3. Press the Navigation cluster left or right to increase the brightness and press Save.

Font Size

1. Press Applications.
2. Select Settings > Font Size.
3. Select Tiny, Small, Regular, Large, or Huge.
4. Press Save.

13 Navigation

Where are the Line Buttons?

Line buttons are located on the left side of the phone screen. Buttons that are not assigned to phone lines can be used for speed-dials and other features. Contact your system administrator for more information.

Where are the Session Buttons?

Session buttons are located on the right side of the phone screen.

Where are the Softkeys?

Four softkey buttons are located below the phone screen. You can press More (when available) to reveal additional softkeys.

How Do I Navigate in a List or Menu?

Press up, down, left, or right on the four-way Navigation cluster. A scroll bar on the screen indicates your relative position within a list.

How Do I Select an Item in a List or Menu?

With the item highlighted, press Select. Or, use the keypad to enter the corresponding item number.

How Do I Exit a Menu?

To exit a menu completely, press Exit.To go back one level in a menu, press Back. Note: If you press and hold Back, you exit the menu completely.

14 USB Charging

To charge your mobile phone, use the side USB port of the Cisco IP Phone 8851 or 8851NR, or use the side or back USB port of the Cisco IP Phone 8861. To charge your tablet, use the back USB port of Cisco IP Phone 8861.

15 Tips

How Can I Keep Track of Multiple Calls? Line button colors indicate call states and can help you stay oriented when handling multiple calls including shared lines:

- Ringing call—Flashing amber
- Connected call—Solid green
- Held call—Flashing green
- Shared line in-use remotely—Solid red
- Shared line on hold remotely—Flashing red

16 to retrieve your personal voicemail messages from the new Cisco phone system:

Dial your Cisco phone number:

For phones assigned **internal** 10-digit numbers (771203....)
From any Cisco or brown analog phones within the school, dial your 5-digit extension
You will be greeted by the voice messaging system if the call is not answered after 3 rings
Press * at any time
Enter your 10-digital phone number followed by # when prompted for user id
Enter your personalized pin followed by # at the next prompt

For phones assigned **public** 10-digit numbers (323373....)
From any phones inside the school, dial your 5-digit extension, or from your cell or home phone, dial the full ten-digit phone number. You will be greeted by the voice messaging system if the call is not answered after 3 rings.
Press * at any time
Enter your 10-digital phone number followed by # when prompted for user id
Enter your personalized pin followed by # at the next prompt

Dial directly to the voice messaging system:

For phones assigned **internal** or **public** 10-digit numbers, call (213) 241-8000
You will be greeted by the voice messaging system after 1 ring
Press * at any time
Enter your 10-digital phone number followed by # when prompted for user id
Enter your personalized pin followed by # at the next prompt

17 Please note the voicemail box will require a one-time initial setup when you interact with the system. The standard pin number to gain access is 123456 followed by #.

The system will guide you through the process with simple to follow instructions in personalizing your voicemail. Please let me know if you have any questions.

18 W*here Can I Find a Complete User Guide?*

http://www.cisco.com/c/en/us/support/collaboration-endpoints/unified-ip-phone-8800-series/products-user-guide-list.html

Activities Using Additional School Expenditures

Compensation for Overtime

West Adams will pay for some conference fees/costs with prior approval, however no overtime compensation will be given. All hours must be pre-approved. Submit time sheets and any supporting documents to the designated administrator.

Professional Development/Conferences

I. Prior to attending a conference/workshop
   A. Complete and submit a Conference Request Form to your academy administrator.
   B. If you need class coverage, please submit a "Request for class coverage" through your academy principal.
   C. Submit the request at least 3 weeks in advance. For conferences needing authorization from the Local District may need 6 weeks advance notice.

II. After activity
   A. Submit the agenda.
   B. All staff attending PD/conferences are expected to share their learning in a presentation to their colleagues.

West Adams Preparatory High School Field Trip Protocol

Before the field trip

iFieldTrip (ifieldtrip.lausd.net) is the online field trip request system replacing the paper approval process. Once the field trip has been approved by your academy administrator, submit the field tirp through the iFieldTrip platform. **All requests must be given with at least 30-day advanced notice**. Certain field trips that are to non-pre-approved site, overnight, out-of-state, or involving special activities may require additional time to process.

Guide for Requesting a Non-Athletic Field Trip
Field Trips Required Documents

After the school field trip has been completely approved through the iFieldTrip platform

1. Send out Parent Permission Slips, Personal Health History Forms, & Media Releases.
2. Order sack lunches from the cafeteria at least 2 weeks in advance.
3. Submit completed and signed Personal Health History Forms to the school nurse at least 10-days prior to the field trip.
4. Remind students that they must be in dress code in order to attend the field trip.

Attendance Procedures

In order to assist with attendance clearance, please submit the following to the Main Office:

1. Class roster of students attending the field trip as well as a separate roster of students not attending the trip; roster must include location of student for each period. Only students without parent permission can be left behind as field trips are an extension of the curriculum.
2. The top portion of the Parent Permission Slips (Main Office). Keep the bottom portion with you.
3. Completed and signed Media Releases
4. A list of adult chaperones attending the field trip (faculty, paraprofessionals, parent volunteers, etc..). Include the cell phone number of faculty attending in case of emergency.

Emergency Procedures

Emergency Drills

- Fire alarm drills are required by law.
- The signal will be repeated successive short intermittent signals of the bell for a full period of ten seconds, to be immediately followed by an intermission or period of silence of five full seconds before the signal is repeated. The signal shall be given for not less than a one-minute period.
- During an emergency, staff will be sent further instructions from the Principal through the phone application REMIND.

General Rules

- All persons, including students, teachers, and classified employees must leave the building immediately in an orderly and controlled fashion.
- It is against the policy of the school system and fire department to forewarn any employee or any student of a fire alarm that is about to be held.
- Each teacher will be given a chart that shows emergency drill exit routes for specific rooms.

Procedures for Students

- Evacuate rooms immediately; except for earthquakes and surprise attacks. Personal belongings such as purses and clothing should be taken from the rooms.
- Proceed quietly and quickly in a single file line (without talking, running, or pushing) along the exit route.
- Assemble at the assigned destination post for roll call. Students must remain at least 50 feet from the building at all times.

Procedures for Teachers

- The Emergency Procedure should be posted conspicuously in the room.
- Supervise orderly, rapid, and quiet evacuation from the room and along the exit route to the assembly area. A practice session at the beginning of the school year is suggested.
- The direction sheet indicates only one route. Instruct your students to change direction when needed. Appoint a student to lead others to the assembly point and another to keep the group from straggling.
- Check laboratories, workrooms, storerooms, conference rooms, etc., before leaving the room to see that no students are left behind.
- Teachers are asked to adjust class positions in the assembly area to make room for oncoming classes.
- On reaching the prescribed destination, the teacher will immediately check the class roll to see that all students who were present in the classroom at the time of the alarm are accounted for.
- Any teacher not assigned in a classroom with a group of students is asked to assist in expediting traffic through key exits and to report to the vice principal to assist with supervision of students.
- The nurse will provide a first-aid kit and will be available at the control station in the quad area.
- At the all-clear signal classes will return to their classroom by the same routes used to leave the building.

Shelter in Place Drill

- Review the evacuation map so that each student is familiar with the route to be taken during the drill.
- If inside a building, give the command to “drop and cover.” Everyone should seek immediate cover (against wall, under furniture, etc.). Take a protective position; drop to knees, clasp both hands behind the neck, cover ears with forearms, close eyes, and bury face in arms. Make the exposed body area as small as possible.

- If outside the building, take cover immediately. If within a few steps of a solid object, get behind it and lie prone (face down) or lie on side in a curled-up position with back to the explosion (if there is one). Cover head and ears with arms and hands and close eyes.
- Following the emergency, first aid and emergency care will be provided at each site pending further instruction.

Earthquakes-Inside Buildings

- The command "Drop, Cover, Hold" is given. All staff and students shall drop on the floor and under a table or other support object. Caution should be taken to:
    - Avoid glass and falling objects.
    - Move away from windows.
    - Move away from heavy, suspended light fixtures.
    - Move away from freestanding cabinets and bookshelves.
- After the earthquake is over, students are to evacuate to the designated areas.
- Stay as far away from buildings as possible.
- Students are to be assembled and seated in the designated area. Teachers are to maintain control of their groups at all times.

Lock Down

- When the signal for a lockdown drill is sounded:
    - Lock doors, close blinds and instruct students to move to a safe position away from doors and windows.
    - Check the Remind phone app for instructions.

Responsibilities of School Employees

Immediately upon declaration of a state of extreme emergency by the Governor of the State of California, all public employees are declared to be civil defense workers subject to civilian defense activities as may be assigned to them by their superiors, or by law. The term "public employees" includes all persons employed by the state or any country or city and county, state agency, or public district, excluding aliens legally employed.

Fire Safety

- All district staff members must be prepared to react in the event of a fire. Knowing exactly what to do is essential to protect your own life and the lives of students and other staff members. If a fire is discovered, you should:
    - Turn on the alarm at the closest alarm station.
    - Alert other persons in the immediate area.
- Attempt to extinguish the fire ONLY if it is controllable. (You should not attempt to extinguish any fire larger than a wastebasket-size fire, or if it has spread beyond the spot where it started, or if the fire could block your route of exit). DO NOT use any fire extinguisher unless you are familiar with its type and method of operation.
- IMPORTANT FIRE SAFETY RULES TO REMEMBER
    - Storage of Combustibles:
        - Keep storage areas clean and orderly.
        - No combustibles closer than 18 inches from light fixtures or 36 inches from electrical panels.
    - No more than 20% of each wall may be covered with paper or flammable decorations. Never hang anything from ceilings or light fixtures.
    - No open flames or hot plates in any classroom unless it has been designated for this purpose and has been equipped with a fire blanket and the proper extinguisher.

Instruction

Leadership

Linked Learning Coordinators

ACADEMY Linked Learning Coordinators collaborate with ACADEMY teachers and assistant principals in the capacity of an instructional coach providing instructional development, and coordination of the school-wide instructional program, under the direct supervision of the ACADEMY assistant principal.

Linked Learning Coordinator duties include:

- Collaborating with other school leaders including attending Instructional Leadership Team meetings.
- Leading grade level groups within ACADEMIEs to discuss student work and interdisciplinary projects and activities.
- Generating and sharing curricular and instructional ideas with ACADEMY assistant principal and other Linked Learning coordinators.
- Serving as an instructional coach to his/her ACADEMY teachers including demonstrating model lessons for other teachers and collaborating with teachers to develop curriculum and instructional strategies.
- In collaboration with ACADEMY assistant principal design/facilitate professional development for his/her ACADEMY.
- Working with school-wide and ACADEMY curricular teams to implement instructional strategies including developing new curricular programs and projects for the academy and using data to guide the development of new strategies and encourage career awareness.
- Mentoring new teachers including conducting new teacher meetings and visiting new teachers in their classrooms.
- In collaboration with ACADEMY assistant principals develop academy identity and opportunities for students to develop a sense of belonging including student social events.
- Perform other duties as assigned.

Department Chairs

Department Chairpersons provides educational leadership for the department, and coordinates the organization and implementation of the instructional program and activities of the department, under the direct supervision of the principal.

Department Chair duties include:

- Plan and lead department meetings to improve student achievement for all students, including special education and English language learners.
- Monitor and assess department organization in relation to State Content Standards.
- Support teachers in the implementation of content pacing plans and common formative assessments.
- Work with instructional coaches and testing coordinators to analyze state, district and school-site test data for the development of appropriate intervention and professional development.
- Serve as the school-site resource person in the subject field of the department and disseminate subject information to teachers.
- Support the instructional work of the department as it relates to school initiated programs.
- Assist in the selection of textbooks and other resource materials for the department.
- Collaborate with the assistant principal/head counselor with recommendations for class offerings and balancing of department classes.
- Attend school-wide instructional leadership team meetings.
- Perform other duties as assigned.

West Adams Goals and Foci

School-wide Learner Outcomes (SLOs)

All West Adams students will be:

- **P**repared
- **R**esilient
- **I**nnovative
- **D**etermined
- **E**mpowered

WASC Critical Areas for Focus 2018-2024

- Improve proficiency in Literacy and Numeracy.
- Continue to improve access and achievement in Advanced Placement courses.
- Continue to increase passage rates in all core/A-G classes.
- Continue to improve instruction of English Learners toward fluency and mastery of English skills.
- Increase the incorporation of 21st Century learning skills across all courses.
- Implement initiatives to allow enough time for data analysis and program evaluation.
- Continue to find opportunities/time for collaboration to improve student learning.

Professional Development

West Adams teachers enhance their instruction through participation in professional development. PD includes weekly collaboration on Tuesday (two academy and two content area meetings) and twice monthly collaboration of academy common conference time. PD provides opportunities for data analysis, including student work review; enhancement of common instructional strategies and protocols; collaboration for content area and interdisciplinary lesson development and professional learning community culture; reflection of practice; review of Teaching and Learning Framework; and workshops/presentations of the Whole Child Approach.

Common Instructional Strategies

West Adams continues to improve instruction through a focus on common instructional strategies and protocols. The West Adams faculty and the Instructional Leadership Team selected the designated common instructional strategies. Supervision of instruction will focus on the elements of the Teaching and Learning Framework: discussion techniques, feedback, and standards-based projects as well as the school's designated common instructional strategies and protocols listed below. As part of instructional supervision, administrators will visit individual teachers every two weeks. Teachers will reflect on their instruction use. Teachers should have an updated whiteboard each instructional day. PBL should be the foundation of their instructional units. Discussion structures, EBWGO, and Annotation of the Text should each be implemented regularly and lessons should integrate at least one of these strategies on a daily basis.

<u>Description of Strategies Selected by WAPHS Faculty/ILT</u>

- **Panther Whiteboard Configuration** is a display of lesson planning on the whiteboard that organizes instruction and enables students to understand the purpose of the lesson.
- **Evidence Based Writing Graphic Organizer (EBWGO)** is a writing template that increases rigor, critical thinking skills, and organization during the process of argumentative writing.
- **Annotation of the Text** is a close reading strategy that increases comprehension of rigorous reading material.

- **Project Based Learning (PBL)** increases rigor and relevance by infusing driving questions that focus instructional units and student-led projects that instill 21st Century learning.
- **Discussion Strutures, including Think (Ink) Pair Share**, a discussion strategy for student to student discourse and reflection.e

Panther Whiteboard Configuration

West Adams implements a school-wide initiative of having each teacher create a Panther Board in their classroom. The Panther Board includes, but is not limited to the following:

- The date
- Standard
- Learning objective
- Language objective
- Instructional standards
- Agenda
    - Warm-up
    - Homework
- Instructional strategy of the day.

Teachers may also place on the whiteboard the Purpose of the Lesson (connections to jobs, real world applications, Linked Learning Community, 21st century skills, etc.)

A strong learning objective should follow the ABCD guideline: Audience-- Who will be doing the behavior?

- Behavior--What should the learner be able to do?
- Condition-- Under what circumstances is this done?
- Degree-- How well must it be done?

Clarity of instructional goals is one of the most important components of successful teaching. The learning objective should be explicitly taught as well as posted. The practice of S.O.S.A. (each lesson has clear Standards, Objectives, Strategies, and Artifact) ensures better instruction.

Evidence Based Writing Graphic Organizer

The graphic organizer may be modified by departments.

Question or Prompt:		
Claim:		
Evidence **What information supports your claim?**	**Interpretation** **What does the evidence mean to you?**	**Justification** **How does the evidence prove your claim?**
Counterargument	**Rebuttal**	**Justification of Rebuttal**

Annotation of the Text

Annotating is an important skill for reading comprehension of complex text. Below are the annotation strategies that were selected by West Adams teachers. See your administrator if you need an annotation poster.

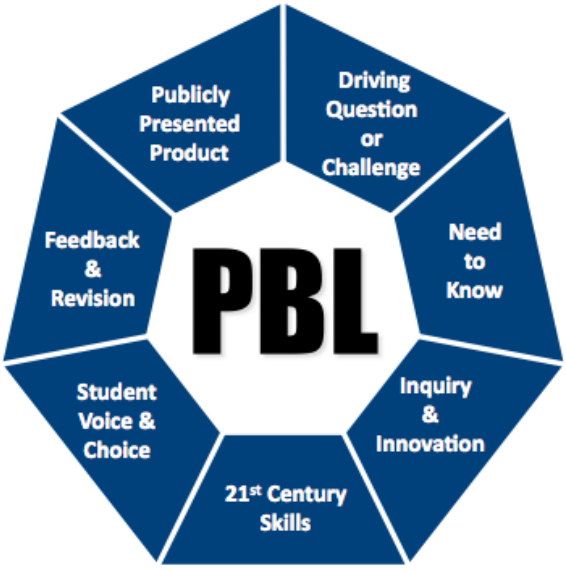
Annotation Strategies

When you annotate, you may:

- Ask a question
- Give an example
- Make a prediction
- Make a connection
- Paraphrase or summarize
- Sketch a picture
- Form an opinion
- Clarify
- Define in your own words
- Evaluate claims

Project Based Learning

Project Based Learning is a methodology rather than a strategy in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. See www.BIE.org for information and resources.



Think (Ink) Pair Share

Students need opportunities both to process through discussion and to develop skills in discourse. Pair Share allows students more chances to use academic language.

Name_____Period_____Date_____

Think-Ink-Pair-Share Activity

The Think-Ink-Pair-Share activity is an excellent prior knowledge activity that helps students to focus their thoughts on specific topic. Students are given a question or topic and are asked to first think about what they know, and then record their ideas down, pair up with someone to share what they wrote. The final stage is a large group discussion.

Topic: _____

Activity	Action	Student Response	
Think 	Think about the topic or question(s) posed by the teacher.		
Ink 	Students think about the topic or question(s) and jot down your ideas through: a web, words, pictures, numbers, definitions, or examples.		
Pair 	Students turn to face their partner and work together to share their ideas, discuss their responses, clarify ideas and challenge their responses.	Partner #1	Partner #2
Share 	The pair then shares their ideas with another pair, or as a large group discussion. It is important to share their partner's ideas as well as their own.	Partner #1	Partner #2

Write a brief summary as to whether or not your answers to the original prompt changed after discussing it with a partner_____

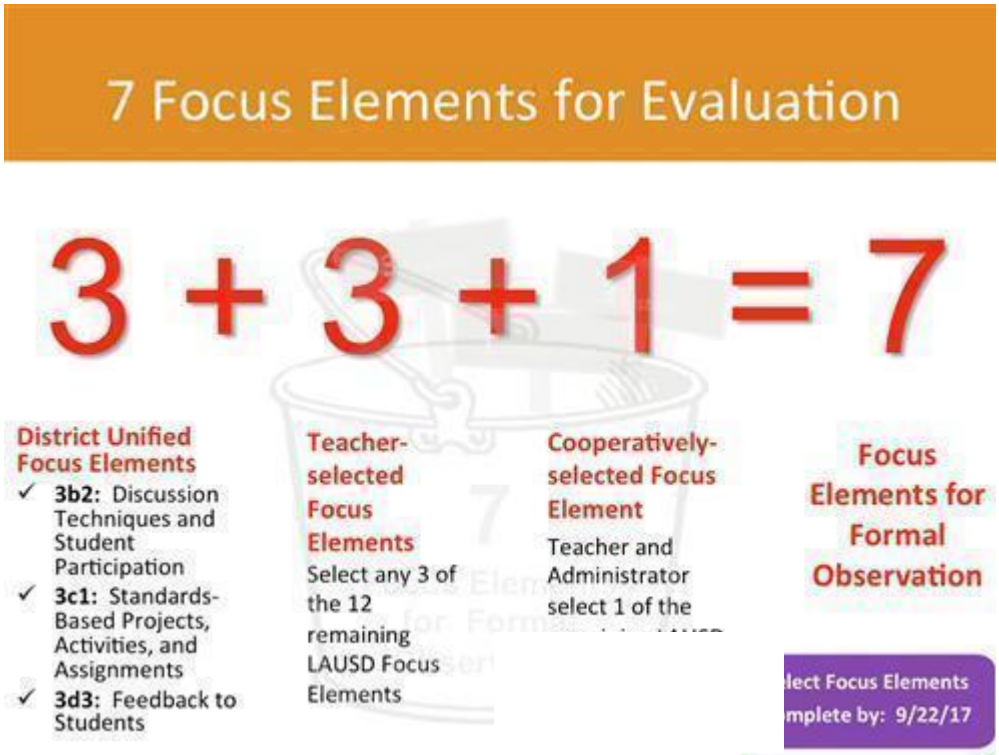
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Lesson Planning/Teacher Evaluation (EDST)

Each year, some West Adams teachers will be evaluated on the District platform using the LAUSD Teaching and Learning Framework using the fifteen focus elements. These teachers will be preselected by the administration for various criteria including experience, quality of teaching, and time since last evaluation. All teachers will be evaluated with the three District focus elements listed in the following chart. The teacher will select three more elements from the remaining 12 focus elements and both the teacher and administrator will select one additional mutually agreed upon focus element.



15 Focus Elements (updated March 2017)

Standard 1: Planning and Preparation

- a2. Knowledge of Content-Related Pedagogy
- b1. Awareness of Students' Skills, Knowledge, and Language Proficiency
- d1. Standards-based Learning Activities
- e2. Planning Assessment Criteria

Standard 2: Classroom Environment

- a3. Academic Climate
- c1. Management of Routines, Procedures, and Transitions
- d2. Monitoring and Responding to Student Behavior

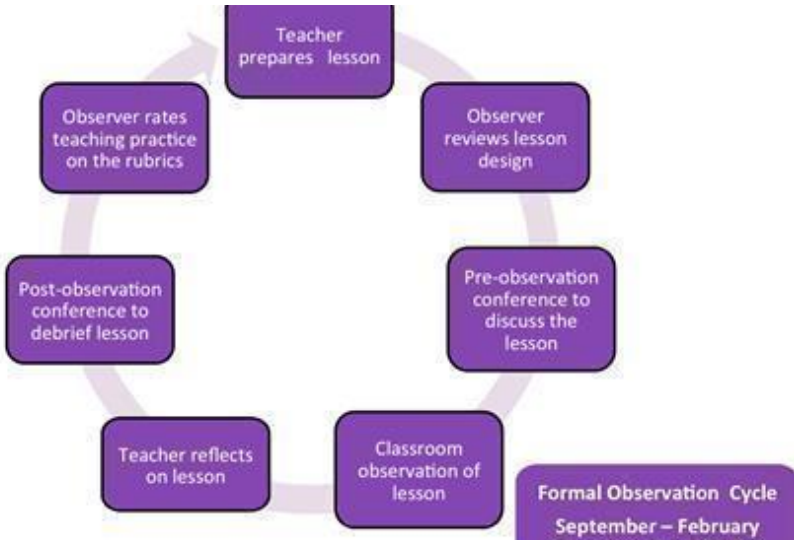
Standard 3: Delivery of Instruction

- a1. Communicating the Purpose of the Lesson
- a4. Use of Academic Language

b1. Quality and Purpose of Questions
*b2. Discussion Techniques and Student Participation
*c1. Standards-Based Projects, Activities, and Assignments
c2. Purposeful and Productive Instructional groups
d3. Feedback to students

Standard 5: Professional Growth
a2. Use of Reflection to Inform Future Instruction

The EDST Formal Observation Cycle:



All teachers, whether or not they will be evaluated on the EDST platform, will be observed by School Administration on a regular basis. Administrators provide instructional supervision and feedback on the TLF elements, implementation of professional development, and other school initiatives. School leaders are expected to provide teachers with guidance and documented evidence after classroom visits. Teachers are also encouraged to observe the instructional practices of other teachers, however not to evaluate but to gain insight on their own practices.

Planning/Common Assessments

CBA Article IX, 4.1 states that "Lesson plans or evidence of planning in a format appropriate to the teacher's assignment, shall be furnished by each classroom teacher upon request from the teacher's immediate administrator." Teachers may choose the lesson format but should include learning objective, introductory activity, learning activities for both guided and individual practice, method of assessment, feedback, and checking for understanding, and standard(s). Lesson plans should connect with the Department pacing plan. Review Standard 1: Planning and Preparation of the Teaching and Learning Framework for further guidance.

Syllabi

All teachers are required to submit a copy of their course syllabi to their ACADEMY office by the end of the first week of instruction. The following are recommended components:

- General Information:
  - Course Title
  - Semester
  - Instructor Contact Information
  - Name
  - Room #
  - Voice Mail/Phone
  - Email Address
- Course Description: Provide a general overview of the course.
- Course Objectives: Outline what you expect students to know and be able to do by the end of the Semester. Use your department's core curriculum and California State standards for guidance.
- Required Texts and Other Supplies
  - List the major texts you will be using in class
  - List other classroom supplies students are expected to bring to class and when
- Grading Policy/Criteria (see section on grading)
  - State types of assignments and tests and their value in determining grade
  - Grading Scale
  - Class Participation
  - Policy on makeup work, late work, or missing work
  - Types of Assignments/assessments
  - Homework: State frequency
  - Academic Support (tutorials, etc)

Pacing Plans/Common Assessments

Departments are required to create a pacing plan and all teachers are expected to adhere to their respective pacing plan timelines for each of the subjects taught. All core subject teachers have common pacing plans and assessments that are adjusted each year based on analysis of student data. Teachers have the option of activities used, however all teachers should use the pacing plan and common assessment as a guide for what they teach, when they teach the concepts, and the amount of instructional time invested for each concept. Each department submits updated pacing plan outlines to the administrator in charge of their department at the end of the previous semester. Updated individual plans with learning activities are due at the end of the second week of the semester for both core and noncore teachers.

Two common assessments and a common final exam should be given in each of the core subject classes. Analysis of the student work from the common assessments determines the instructional program and drives work in professional development. Two weeks prior to the final exam date, teachers are required to provide a study guide to their classes. Both final exams and study guides are reviewed by administration prior to delivery.

Grading Policy

All teachers must utilize the Schoology learning management system (https://lms.lausd.net) for their 2017-2018 gradebooks. Gradebooks should be kept up to date to allow parents and students access to information on academic progress. All grading policies must be objectively measurable and include at least one graded assignment per week. Teachers are required to provide students with makeup work for an excused absence. Excused absences are those due to illness, participation in school-sponsored activity including athletic events, need for professional services, court appearance, and funeral for a member of the immediate family.

CRITERIA FOR GRADES

A	Demonstrates an exemplary level of proficiency in course content standards that were explicitly taught.
B	Demonstrates proficiency in course standards that were explicitly taught.
C	Demonstrates near proficiency in course standards that were explicitly taught.
D	Demonstrates limited proficiency in course standards that were explicitly taught.
FAIL	Has *not yet* demonstrated an understanding of course standards that were explicitly taught.

CRITERIA FOR MARKS

Work habits and cooperation marks are reported at each grading period to provide students and Parents with information about non-academic factors that can impact academic performance. It is important that these factors are reported separately so that academic grades can communicate accurate information about student progress towards proficiency in the Standards.

These marks can also help students to make connections between their academic performance and Social Emotional Learning (SEL) Competencies (e.g., Self- Management, Growth Mindset, etc.)

The following rubrics outline criteria for work habits and cooperation:

WORK HABITS	E	S	U
Effort	Demonstrates exceptional determination in accomplishing tasks and meeting standards.	Demonstrates determination in accomplishing tasks and meeting standards.	Requires frequent reminders and/or support to accomplish tasks and meet standards.
Responsibility	Accepts complete responsibility for personal actions and demonstrates honesty, fairness, and integrity.	Accepts responsibility for personal actions and frequently demonstrates honesty, fairness, and integrity.	Requires support with accepting responsibility for personal actions and demonstrating honesty, fairness, and integrity.
Preparation	Maintains excellent attendance by consistently avoiding unnecessary absences or tardies and demonstrates thorough preparation for class to meet coursework expectations in a timely manner.	Maintains satisfactory attendance by consistently avoiding unnecessary absences or tardies and demonstrates preparation for class to meet coursework expectations in a timely manner.	Requires support to maintain satisfactory attendance, avoid unnecessary absences or tardies, and arrive to class prepared.

COOPERATION	E	S	U
Class Relations	Consistently demonstrates courteous relationships by treating members of the classroom community fairly and respectfully.	Demonstrates courteous relationships by treating members of the classroom community fairly and respectfully.	Requires frequent reminders about treating members of the classroom community fairly and respectfully.
Conduct	Consistently regulates emotions and behaviors in different situations as evidenced by following school and classroom expectations and respecting public and personal property.	Often regulates emotions, and behaviors in different situations as evidenced by following school and classroom expectations and respecting public and personal property.	Requires support to regulate emotions and behaviors in different situations as evidenced by infrequently following school and classroom expectations and respecting public and personal property.
Collaboration	Actively participates and contributes to the learning environment to accomplish tasks and meet standards in a variety of settings.	Often participates and contributes to the learning environment to accomplish tasks and meet standards.	Requires frequent reminders to participate and contribute to the learning environment.

GRADE CHANGES

In the event you need to change a student's grade, as a result of an error, classwork submitted as part of Academic Course Extension (ACE)/ Winter Recess Academy or an incomplete, or other reason, complete the following-

1. Update the student's Schoology Gradebook.
   - Course
   - My Courses
   - Archived

   In your gradebook, select the appropriate semester instead of "All Grading Periods"
2. Notify the parent or legal guardian.
3. Submit completed Change of Final Mark Form (BUL-1353.2) with copy of individual student's gradebook report attached to the Administrator Supervising Counseling Services.

NOTIFICATIONS OF FAILING MARKS

Students and parents are to have adequate warning before a teacher issues a failing mark. (BUL-1353.2 dated February 26, 2024, "Marking Practices and Procedures in Secondary Schools") Attendance, work habits, and cooperation may not be used as a part of any rigid formula for assigning subject marks, e.g., a set number of tardies or absences may not result in the automatic lowering of a subject mark or loss of class credit. However, daily classroom activities are customarily the most vital and significant aspect of the instructional program; therefore, significant absences as well as habitual and prolonged tardiness may result in an absence of learning and a corresponding reduction in the mark assigned.

Graduation Requirements

All students and families are required to meet with their ACADEMY counselors once per year to create/revise a four year A-G based college preparation plan. The following are A-G requirements:

	Subject	LAUSD HIGH SCHOOL GRADUATION	CALIFORNIA STATE UNIVERSITY	UNIVERSITY OF CALIFORNIA	PRIVATE COLLEGES	COMMUNITY COLLEGES
LAUSD "A-G" Requirements (Grade of "D" or better)	"A" Social Sciences	**2 years:** 1 year – World Hist., Geog. Culture from "A" or "G" 1 year – US Hist. or ½ US Hist. and ½ Prin. Am Dem	**2 years:** 1 year – World Hist., Geog. Culture from "A" or "G" 1 year – US Hist. or ½ US Hist. and ½ Prin. Am Dem	**2 years:** 1 year – World History, Geog. Culture from "A" 1 year – US Hist. or ½ US Hist. and ½ Prin. Am Dem	**2-3 years:** World History US History Prin. Am Dem	**No Subject Requirements** Must be 18 years of age, a high school graduate OR Possess a high school proficiency test certificate Students are most successful when they continue to take college preparatory courses. Students are also encouraged to enroll in honors, Advanced Placement and other rigorous courses
	"B" English	**4 years** English 9AB English 10AB Am Lit/Cont. Comp ERWC AB or Expo Comp/English Elective *Substitution rules apply*	**4 years**	**4 years**	**4 years**	
	"C" Mathematics	**3 years** Algebra 1 Geometry AB Algebra 2AB *Validation rules apply*	**3 years** Algebra 1 Geometry AB Algebra 2AB *Validation rules apply*	**3 years** Algebra 1 Geometry AB Algebra 2AB *Validation rules apply. Geometry AB must be attempted to use an ADV Level math course to validate the entire math requirement*	**3-4 years** College Preparatory mathematics each school year	
	"D" Science	**2 years** 1 year – Biological from "D" or "G" 1 year – Physical from "D" or "G" *Chemistry may be validated* *1 year must be from "D"*	**2 years** 1 year – Biological from "D" or "G" 1 year – Physical from "D" or "G" *Chemistry may be validated* *1 year must be from "D"*	**2 years** 2 out of the 3 categories of Biology, Chemistry and Physics	**3-4 years** Lab Sciences	
	"E" Language other than English (LOTE)	**2 years** Same language *Validation rules apply*	**2 years** Same language *Validation rules apply*	**2 years** Same language *Validation rules apply*	**3-4 years** Same language	
	"F" Visual & Performing Arts (VPA)	**1 year** Same discipline	**1 year** Same discipline	**1 year** Same discipline and in sequence	VPA courses may count as electives	
	"G" College Prep Elective	**1 year** No introductory courses	**1 year** No introductory courses	**1 year** No introductory courses	College preparatory courses in area of interest	
	Additional requirements		**Min GPA: 2.0** **SAT or ACT** **EPT/MPT**	**Min GPA: 3.0** **SAT or ACT** **SAT Subject Tests**	**Min GPA: varies** **SAT or ACT** **SAT Subject Tests**	
CDE (Grade of "D" or better)	History	**3 years** World History AB US History AB Principles Am Democracy Economics *May be met with A-G*				
	English	**3 years** *May be met with A-G*				
	Math	**2 years** Algebra 1 *May be met with A-G*				
	Science	**2 years** 1 year Biological 1 year Physical *May be met with A-G*				
	VPA/LOTE/CTE	**1 year** *May be met with A-G*				
	Physical Education	**2 years**				
LAUSD	Health	1 semester				
	Service Learning Project	Verified				
	Career Pathway Selection	Verified				
	Total Credits	210				

GRADUATION REQUIREMENTS (BUL-079501.2)

To ensure all LAUSD graduates have the option to enroll directly into a university and be prepared for a career, the District has implemented a College and Career Readiness through A-G initiative. LAUSD has aligned its graduation requirements with the California State University (CSU) A-G requirements, beginning with the graduating class of 2016. Students must earn a grade of "D" or better in "A-G" courses, and meet California Department of Education Requirements in addition to satisfying LAUSD additional requirements for graduation. We are making the high school diploma a document that gives students the choice to transition straight into a college or into a career.

	Subject	Years	Comments
"A – G" Requirements	A – History/Social Science	2 years	No Validation
	B – English	4 years	No Validation
	C – Math	3 years	Validation*
	D – Lab Science	2 years	Validation* (CSU: Chemistry or Chemistry in the Earth System only)
	E – Language Other than English	2 years	Validation*
	F – Visual & Performing Arts	1 year	No Validation
	G – College Prep Elective	1 year	No Validation

**Please refer to Section III Validation for more information*

	Subject	Years	Comments
CDE – CA State Requirements	History/Social Science	3 years	World History, US History, Principles of American Democracy/Government, Economics
	English	3 years	
	Mathematics	2 years	2 years required in HS including Algebra 1 or higher
	Science	2 years	Biological and Physical
	VPA or LOTE or CTE	1 year	
	Physical Education	2 years	

	Subject	Semesters	Comments
LAUSD Additional Requirements	Health Course	.5	
	Ethnic Studies	.5	One semester of an approved Ethnic Studies course
	Service-Learning Requirement		
	Career Pathway Selection		
TOTAL CREDITS REQUIRED		**210**	

*Validation occurs when a student has successfully completed advanced work (earning a grade of C or better) in an area of sequential knowledge.

ADDITIONAL LAUSD REQUIREMENTS

In addition to the "A-G" course requirements and the CDE requirements, students must also complete the following LAUSD requirements:

1) 210 Numerical Credits
    - Students will receive numerical credit for any course passed with a grade of "D" or better.
2) Health (5 credits)
    - The health requirement must be met by passing a five-credit health course that may be taken at any time during Grades 9-12.
        - Options to fulfill health:
            - ➢ Take Health, if offered, in summer school
            - ➢ Take an equivalent and pre-approved adult or college class.
3) Identify a Career Pathway
    - During the 9th or 10th grade year, students will assess and evaluate interests, skills, talents and abilities determining a career pathway that the student would like to pursue. As part of the Individual Graduation Plan (IGP) meeting, counselors will confirm the identification of the career pathway with the student. Please Refer to Career Pathways Graduation Requirement – REF-911.1 for details.
4) Complete a Service Learning project
    - Students are expected to complete a service-learning experience that is integrated into the academic course curriculum. It must contain these 5 elements: Core Academic Learning, Meaningful Service, Student Voice, Reflection, and Collaboration. For details please see Service-Learning Graduation Requirement and SIS Data Entry – REF-3605. Note: Advanced Placement Exams and/or Subject/Proficiency Tests do not yield LAUSD numerical credits.

REQUIRED BENCHMARKS TO BE CONSIDERED "ON TRACK" IN EACH GRADE LEVEL

Grade Level Benchmarks

Courses should be completed by the end of the grade level in which they are first indicated on the table below. Benchmarks are cumulative across grade levels.

9th Grade			10th Grade			11th Grade			12th Grade		
Courses Required to be Considered On-Track at the End of 9th Grade			Courses Required to be Considered On-Track at the End of 10th Grade			Courses Required to be Considered On-Track at the End of 11th Grade			Courses Required to be Considered On-Track at the End of 12th Grade		
Subject	A-G Designation	Years Completed	Subject	A-G Designation	Years Completed	Subject	A-G Designation	Years Completed	Subject	A-G Designation	Years Completed
			World History	A	1	World History US History	A	2	World History US History Prin Am Dem	A	3
									Economics	G	
English	B	1	English	B	2	English	B	3	English	B	4
Math	C	1	Math	C	2	Math	C	3	Math	C	3
Science	D	1	Science	D	2	Science	D	2	Science	D	2
			LOTE	E	1	LOTE	E	2	LOTE	E	2
									VPA	F	1
									Elective	G	1
PE		1	PE		2	PE		2	PE		2
			Health		.5	Health		.5	Health		.5
			Ethnic Studies		.5	Ethnic Studies		.5	Ethnic Studies		.5
Career Pathway									Service Learning		
Credits Needed for Promotion: 50			Credits Needed for Promotion: 105			Credits Needed for Promotion: 160			Credits Needed for Graduation: 210		

- Career Pathways
  Students will assess and evaluate interests, skills, talents and abilities and select a career cluster to pursue in high school. See Reference Guide REF-.911, Career Pathways Graduation Requirements, dated April 12, 2004, for the career clusters and procedures to follow for this requirement.

- Service Learning
  Service Learning is a teaching/learning strategy in which students learn and develop through active participation in high quality service that meets the needs of a community. Service Learning strategies integrate into and enhance the rigorous academic curriculum. Service Learning is aligned with the state standards, fosters civic responsibility, and provides structured time for student reflection. See Reference Guide REF-3605.0, Service Learning Graduation Requirement and SIS Data Entry, dated March 12, 2007 for information about this requirement.

NUMBER OF COURSES REQUIRED EACH SEMESTER

The District expects all students to enroll in a full schedule of classes each semester of high school in order to maximize learning opportunities. Students must take a full class schedule each semester if they have not completed all LAUSD graduation requirements, including applied technology. Students who fail a course required for graduation must repeat that course.

The California Education Code Section 46145 requires that 12th grade students be enrolled in at least five courses each semester or the equivalent number of courses per quarter. This requirement does not apply when, with approval of the school principal or designee, the students are enrolled in accredited postsecondary educational institutions, regional occupational programs or centers, independent study, continuation or work experience education. When enrolled in enrichment coursework, the Ed Code allows a minimum four periods a day equal to approximately 180 minutes in most District schools.

In the last semester before graduation, Ed Code 46147 allows a 12th grade pupil who will complete all requirements and is enrolled in a work experience program to attend school for less than 180 minutes each day.

CREDITS TO PROMOTE

Grade level promotion is based solely on the numerical credits earned. In order to be promoted to the next grade level, students must earn the total number of credits required as indicated in the chart below.

9th Grade	10th Grade	11th Grade	12th Grade
50 Credits	105 Credits	160 Credits	210 Credits

YEAR OF THE DIPLOMA

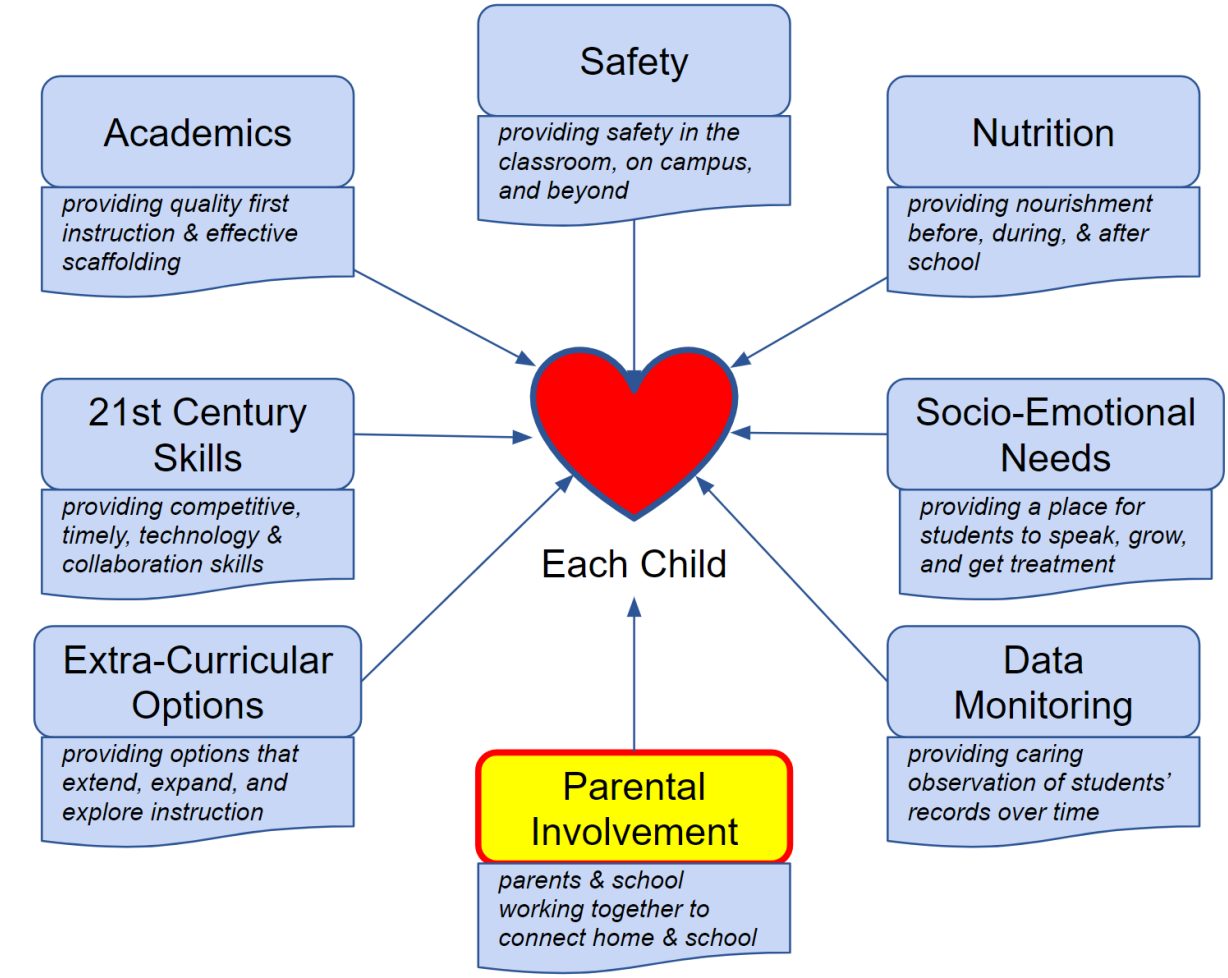
When a student enters an LAUSD high school in grade nine for the first time, the graduation year is set in MiSiS. Refer to REF-1963.0, “Graduation Year Guidelines to Determine Requirements for the Diploma” and MiSiS for additional information. Students must meet the graduation requirements of the school year listed on the diploma.

If a student completes the graduation requirements at the end of summer school/ intersession or at the end of the fall semester following the graduation year (identified in MiSiS), he/she will receive the diploma with the previous June graduation date and be held to the graduation requirements of that school year.Students with disabilities, English Learners and Foster Students may extend their year of graduation according to District policy as referenced in the Special Education Policy and Procedures Manual and in the Master Plan for English Learners. Students with disabilities and English learners that need additional year(s) to complete the coursework will be held to the graduation requirements of their original graduation class year. If students are unable to complete the requirements in the required timeline follow REF-1963.0 to ensure that student records are accounted for correctly.

Student Life

Whole Child Approach

West Adams believes that students need support in all areas of their life if they are to succeed academically. To this end, we provide human resources and programs to help our students' academic achievement, socio-emotional well-being, and physical health.



Restorative Justice

Restorative Justice (RJ) is an approach to school discipline that focuses on repairing harm. Done well, RJ shifts discipline from punishment to learning and from individuals to the community. As a restorative justice school, West Adams encourages the school community to engage in practices such as RJ circles and resolving conflict through conflict resolution.

POSITIVE BEHAVIOR SUPPORT PLAN

West Adams Preparatory High School POSITIVE BEHAVIOR SUPPORT PLAN for the Management of Student Behavior

Goal: To assist our students in making the right choices when it comes to behavior in school and life.

Guiding Principles

Students can only meet our behavioral expectations if they know what they are.

We must first assume that if a student does not meet a behavioral expectation that they may not know what our expectation is.

Behavioral expectations are internalized better if taught repeatedly and frequently reinforced in a positive manner.

What will be learned from positive lessons is more predictable than what may be learned from negative ones.

When students do not meet behavioral expectations, we should reteach rather than punish.

Re-teaching should involve multiple positive attempts.

Being prepared, choice of instructional strategies, and classroom setup are all part of behavior management.

West Adams Preparatory High School
Expectations for Student Behavior

	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
IN THE CLASSROOM	-Walk into the room and sit in your assigned seat before the tardy bell rings. -No food, beverages, and gum in the classroom. Bottled water OK. -Always carry your school ID with you.	-Always use appropriate language. -Respect the property of others and their right to learn. -Follow the rules set by the classroom teacher and/or the school.	-Follow school dress code. -Have required supplies. -Always give your best effort and be ready to learn.
IN THE HALLWAY	-Walk to class on time. -Open doors carefully and watch for opening doors. -Keep hands and feet to yourself.	-Always use appropriate language. -Respect the property of others and their right to learn.	-Use drinking fountains appropriately. -Dispose of food and beverages in a trash can before entering the building. -Use a pass to go to the restroom during class.
IN THE CAFETERIA	-Wait your turn in line. No cutting. -Keep your hands and feet to yourself. -Walk at all times.	-Be polite and courteous to everyone. -Use good table manners. -Always use appropriate language. -Respect the property of others and their right to learn.	-Take only your designated portion and eat only your own food. -Place trash and recyclables in appropriate containers. Push your chair in when you leave.
IN THE GYM	-Walk quietly when entering and exiting the gym. -Sit with your class and wait for instructions. -No food, drink, or gum.	-Always use appropriate language. -Respect the property of others and their right to learn. -Encourage others and use good sportsmanship.	-Use equipment appropriately and only when instructed to do so. -obtain permission before leaving class. -Report any unsafe conditions to the teacher immediately.
IN THE OFFICE	-Enter and exit is an orderly manner. -Keep walkways clear. -Keep offices clean.	-Always use appropriate language. -Respect the property of others and their right to learn. -Check in with staff and stay in the office only as long as needed.	-Refrain from using cell phones. -Wait patiently to be attended to and state your purposes politely. -Speak in an appropriate volume.
OUTDOORS	-Walk everywhere while on campus. -Use facilities and equipment as intended and only when instructed. -Secure skateboards and bicycles when entering campus.	-Always use appropriate language. -Respect the property of others and their right to learn.	-Report any unsafe conditions to staff immediately. -Place trash and recyclables in appropriate containers. -Speak in an appropriate volume and avoid interruptions to class instruction.

STUDENTS are responsible for

- meeting behavior expectations and following directions
- maintaining appropriate behavior
- documenting misbehavior with Student Reflection Forms
- accepting consequences for misbehavior
- making reparations if necessary

TEACHERS are responsible for

- maintaining clear expectations for student behavior
- monitoring classroom behavior
- giving students a chance to correct behavior,
- documenting in MiSiS any behavior for which they want to hold a student responsible
- attempting and documenting interventions to correct behavior in MiSiS
- requesting and participating in Student Intervention Meetings
- monitoring behavior after the Student Intervention Meeting,
- referring students to Counselor for moderate behavior or Administrator for extreme behavior and documenting behavior in MiSiS

STUDENT INTERVENTION MEETING TEAMS- are responsible for

- coordinating Student Intervention Meeting (Student, Administrator, Counselor &Teacher)
- developing viable Positive Behavior Support Plan,
- helping to implement a Positive Behavior Support Plan.

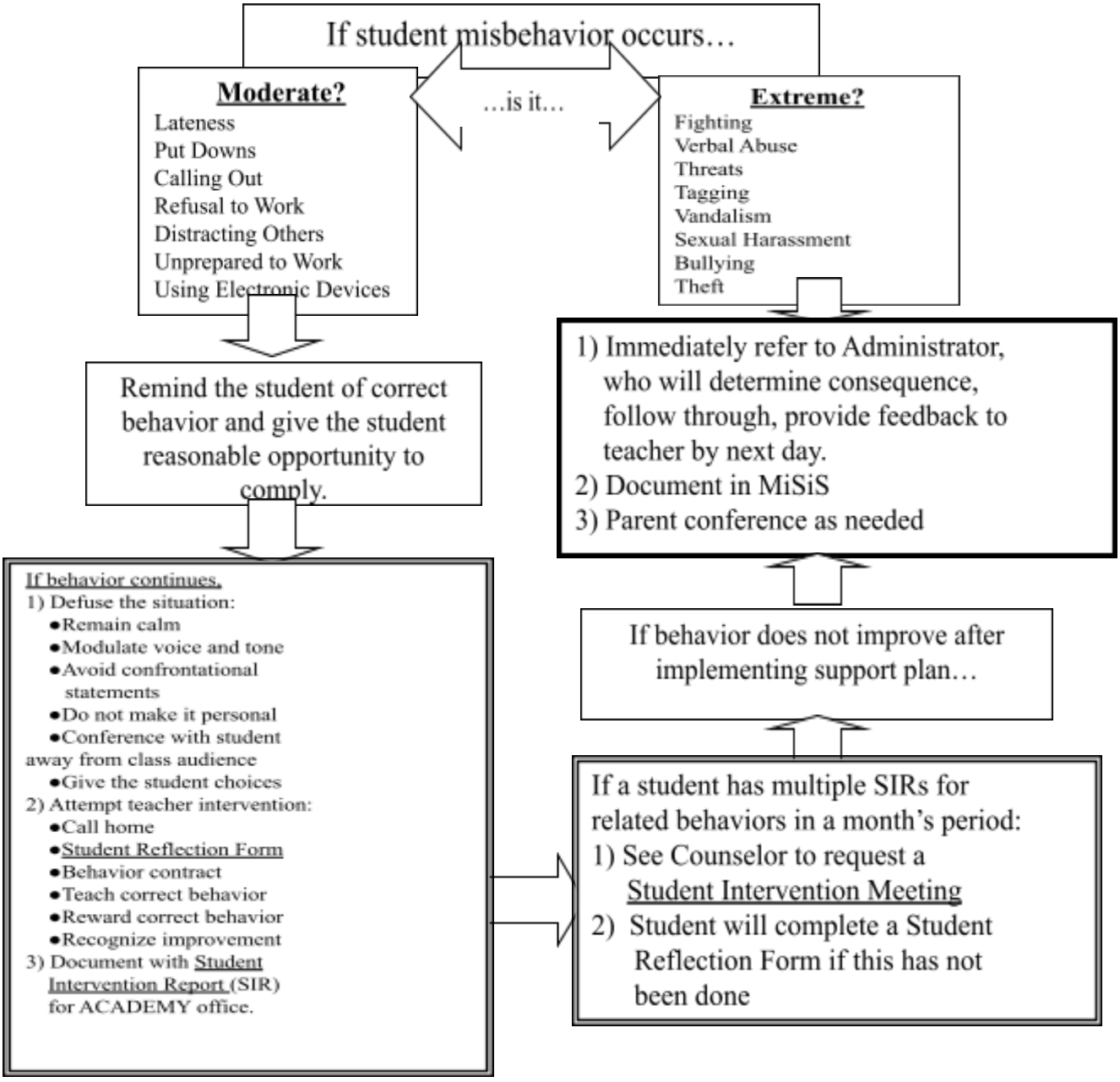
ACADEMY ADMINISTRATORS are responsible for

- overseeing Student Behavior Management system for the ACADEMY,
- documenting and monitoring data in MiSiS
- determining consequences and interventions for extreme or chronic behavior,
- following through with consequences and interventions for extreme or chronic behavior,
- providing feedback to the referring teacher the next day.

THE SCHOOL-WIDE ADMINISTRATOR is responsible for

- assisting ACADEMY Administrators in determining and following through with consequences
- assisting with extreme student behavior
- handling incidents that involve students from multiple ACADEMIESor not from WAPHS, or incidents on campus,
- screening and clearing of entering students,
- monitoring gang activity on or near the campus,
- acting as liaison with District Police and LAPD.

STUDENT BEHAVIOR MANAGEMENT FLOWCHART



School Policies

DRESS CODE POLICY

(LAUSD Bulletin-2549.1; Elementary and Secondary Education Act, Part C, Section 722; California Education Code sections 35183, 35183.5, 48853.5, 49066)

According to state and district policies the West Adams LSLC has adopted the following school uniform policy as a component of the school's safe school plan. Student who cannot afford school uniform may speak with administration for alternative arrangements:

	Students may wear:	Students may not wear:
Shirts	Sky blue or heather gray polo shirts, oxford shirts, or blouses. All shirts must have collars and must completely cover the midriff at all times. ***Please note that any visible undershirts must be white or the school colors (black, gray, or sky blue).***	T-shirts; shirts in any color other than the school colors; shirts with writing or logos (other than WAPHS); shirts that are ripped or unnecessarily revealing (displaying cleavage or midriff); excessively tight or baggy shirts.
Pants/ Shorts/ Skirts	**BLACK** pants (not excessively tight or baggy), skirts, capris, or shorts. ***Please note that skirts and shorts must be long enough in length to extend past the student's fingertips when the student is standing.***	Sweats; ripped or faded pants or jeans; baggy or sagging pants or shorts; tights, leggings, fishnet stockings, or leggings; excessively short skirts or shorts or see-through clothing.
Jackets/ Outerwear	Plain jackets and sweatshirts in the school colors (black, gray, or sky blue); WAPHS sweatshirts; WAPHS team/club-sponsored sweatshirts.	Jackets or sweatshirts with writing or logos (other than WAPHS); Plaid jackets, flannels, or other shirts; jackets or sweatshirts in colors other than the school colors.
Shoes/ Socks	Shoes and socks in any of the following colors: black, gray, sky blue, or white; laces must be black or white	Shoes or socks in any color other than school colors; sandals, slippers, open-toed or high-heeled shoes; colored shoe laces; long socks pulled up past the bottom of the student's shorts.
Headwear	Plain Beanies and scarves in the school colors (black, gray, or sky blue); hats or beanies with the school logo.	Any headwear not listed to the left, including (but not limited to): hats or beanies with writing or logos (other than WAPHS), do-rags, wave caps, bandanas, etc.
Accessories	Students should only bring accessories that contribute in a positive way to the learning environment.	Any accessories that promote drugs, alcohol, or other restricted substances; any items that promote sex, violence, or gang activity (determined at the discretion of administration).

According to State and District policies, West Adams School Site Council (SCC) has adopted the following school uniform policy as a component of West Adams's Safe School Plan. Students who cannot *afford* the school uniform may speak with the administration for alternative arrangements. *(LAUSD Bulletin-2549.1; Elementary and Secondary Education Act, Part C, Section 722; California Education Code sections 35183,35183.5,48853.5,49066)*

* **Wednesday** – Students may wear College shirts to promote College going culture.
* **Friday** – Students may wear West Adams Prep. School spirit shirts: representing clubs, ACADEMY's, or West Adams athletics.

Attendance/Tardy Policy

West Adams Preparatory High School
Attendance Policy

West Adams and LAUSD recognize the strong connection between student attendance and student achievement. Students who develop patterns of good attendance are much more likely to be successful both academically and socially than students who develop patterns of poor attendance.

The Compulsory Attendance Law (E.C. 48200), requires that all children aged 6-18 attend school. Absences due to personal illness, court appearance, or medical appointments can be excused if official documentation is provided. Absences due to personal reasons, oversleeping, car repair, shopping, working, lack of clothing, babysitting, extended vacation days, or trips do not meet the legal criteria and will be designated as unexcused. Parental notes are accepted, but, at the discretion of the school, staff may request additional documentation and/or refuse to excuse the absence. Unexcused or excessive absences, even those verified by parents, may lead to disciplinary actions which include but are not limited to detention assignments, Saturday School assignments, parent conferences, referral to the Student Attendance Review Board (SARB), or alternative placement.

RETURNING TO SCHOOL AFTER AN ABSENCE

Students are to report to their ACADEMY office with a verification note which must include the student's full name, date and reason for absence.

TYPES OF ABSENCES

- **EXCUSED:** An absence due to illness approved by a physician or a court summons with verification. Medical, dental, or optometric appointments, with verification. Death of an immediate family member.
- **UNEXCUSED:** An absence which is personal and all other forms of illness, not verified by a note.
- **TRUANCY:** Absences from school and/or tardy in excess of thirty (30) minutes on three (3) occasions in one school year without valid excuse or any combination..
- **TARDY:** Arriving to class and/or not being in assigned seat by the time the tardy bell rings for the class period.

ABSENCE[1]/TARDY[2] INTERVENTIONS

#	*Action*
1-2	Warning, counseled by teacher
3	Parent contact from teacher
4	Warning, counseled by academic counselor
5+	Mandatory parent conference with administrator
Subsequent Violations: Discipline will be escalated in accordance with the violation. Including but not limited to Saturday Positive Behavior Intervention	

[1] Students who are in danger of falling below 92% attendance rate will be referred to a PSA.
[2] All tardy students MUST sign-in the “Tardy Sign-In Sheet " and Teachers will document student tardies on MISIS.

LEAVING CAMPUS

- Students will not be permitted to leave campus at any time.
- If a student becomes ill, they need to report to the Nurse's Office. Students are not to call their parents directly from their cell phone. The nurse will see the student and decide if it is necessary to send the student home. Parents/guardians will be contacted to come in to check students out through the Main Office.
- Parents are expected to schedule appointments whenever possible. If a student has a doctor, dental, or personal appointment, parent/guardian must check the student out through the main office. Students must present official medical verification that they were seen in order to get an absence excused.
- STUDENTS THAT LEAVE CAMPUS WITHOUT PERMISSION ARE CONSIDERED TO BE TRUANT.

SATURDAY POSITIVE BEHAVIOR INTERVENTION

Students must serve Saturday Positive Behavior Intervention assignments issued by the ACADEMY administrator or counselor.

Tardy Policy: Teacher Responsibilities

- Pick up a tardy sign in sheet from your ACADEMY office (forms were handed out the 1st day of school).
- Instruct students that when they come to class late they are to write down their name and the time they entered class on the tardy sheet.
- Informs students that 3 days tardy without a note is equal to 1 unexcused absence.
- Contact parents of repeat offenders.

Power of the door

Welcoming students to your class. All late students come in and sign the tardy sheet. Ask students to turn off and put away all phones before entering the room.

Power of the Positive

When a student enters a class late, they will sign their name on a tardy clipboard. Example: "Good morning, Enrique. Nice to see you today. Please sign the tardy clipboard and then have a seat. Your seat partner will get you caught up in a minute." (Tardy sign-in sheets will be provided by your ACADEMY administrator).

Awards and Incentives

- Advisory classes with no students tardy will be recognized on a monthly basis.
- Faculty with the least amount of tardy students will be recognized at periodic faculty meetings.
- Teachers who have chronic tardy students to their classes will give out Caught Being Good raffle tickets to these students each time they arrive on time.
- "Thank you for coming to class on time! You are being recognized for your efforts."

Accountability

- Each week on Friday afternoons, counselors will run data on tardy and absences.
- Students who are tardy 5 times for any period each week must serve after school detention.
- Students who continue to serve Saturday school detention and parents will be contacted.
- Failure to report to detention or no improvement in behavior will result in a parent meeting with the PSA or administrator and signing an attendance contract.
- Students with a high number of partial day absences will be referred by the academic counselor to the PSA counselor for further action.
- Each week the PSA counselor will run data on students with partial day absences.
- PSA counselors will contact homes of students with large numbers of partial day absences.

Electronic Device Policy

POSSESSION/USE OF ELECTRONIC ITEMS BY STUDENTS (LAUSD BUL-5468.0)

California Education Code, Section 48901.5 permits "the governing board of each school district. or its designee, to regulate the possession of any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment, by pupils of school districts while pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees."

It is the policy of the Los Angeles Unified School District (LAUSD) to prohibit the use of cellular phones or any electronic signaling device by students on campus during normal school hours or school activities, excluding the students' lunchtime.

Students must comply anytime a request is made by school personnel to cease the use of a cellular telephone or other electronic signaling devices even before or after school or during lunch.

Expectations

- Prior to entering the classroom, cell phones should be turned off and stored in your backpack or purse.
- Cell phones are not permitted to be charged on campus at any time.

Students may use electronic devices in the classroom for educational purposes only with the permission of the teacher and approval from administration.

West Adams Preparatory High School students who violate said policy will be disciplined accordingly. Disciplinary actions will be escalated in accordance with the violation, including but not limited to returning the electronic device only at the end of a conference with the student's parent or guardian.

West Adams Preparatory High School and The Los Angeles Unified School District are not responsible for lost or damaged electronic devices brought on school property.

Skateboard Policy

The safety of our students is our number one priority. To ensure the safety of our students, **skateboarding and bicycling are not permitted on school property at any time.** In addition to safety issues, skateboards can interrupt instruction and learning which makes it a violation of District policy and the Education Code. California state law requires all children ages 17 and under to wear a safety helmet whenever riding a bicycle, scooter, rollerblades, and skateboard. The law requires the riders of motorized scooter and motorized skateboard to be at least 16 years of age and wearing a safety helmet.

Students bringing skateboards and/or bicycles onto campus must adhere to the following rules:

1. Lock the skateboard or bicycle on the approved rack; located in the quad and by auditorium. There are no exceptions!
2. Students are required to bring a lock to secure their skateboards and bicycles. Locks are available for purchase at the Student Store.
3. Students found carrying skateboards will have it confiscated. Students will be escorted to the rack to lock up their board. Second offense will result in skateboard confiscation pending a parent conference.
4. Subsequent Violations: Disciplinary actions will be escalated in accordance with the violation. Including but not limited to returning the board only at the end of the academic semester to the student’s parent or guardian.

West Adams Prep and the Los Angeles Unified School District are not responsible for lost or damaged skateboards or bicycles brought on school property.

STUDENT SUSPENSIONS FROM CLASS

From class by Teacher (BUL-3819). Per Collective Bargaining Agreement, Article XXIV the teacher may suspend a student from the teacher's class for that day and the following day for any of the causes set forth below. This may occur only once every 5 days. However, this is not to suggest that teacher-imposed suspensions from class are to be the sole, or even typical, remedy for such offenses. Subject to the foregoing, the offenses which may warrant a teacher-imposed suspension are as follows:

a. Disruptive behavior or willful defiance of valid authority.
b. Obscenity, habitual vulgarity, profanity or hate language (e.g., slurs based on race, ethnicity, sexual orientation, gender, religion, etc.).
c. Causing, attempting or threatening violence or physical injury.
d. Theft or damage to school property or personal property.
e. Extortion or robbery.
f. Possessing, using, offering for sale, furnishing or being under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
g. Possessing, using, offering for sale or furnishing any drug paraphernalia.
h. Offering for sale or furnishing any substitute substance represented as a controlled substance, alcoholic beverage or intoxicant.
i. Possessing, using, offering for sale, or furnishing any firearm, or imitation firearm, explosive, knife or other dangerous object.
j. Possessing, or using tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
k. Knowingly receiving stolen school property or private property.
l. Committing or attempting to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a or 289 of the Penal Code or committing a sexual battery as defined in Section 243.4 of the Penal Code.

The following do not constitute appropriate grounds for suspending a student from a classroom: sleeping, not in possession of school related material, not completing homework, speaking to another student, or reporting late.

Teachers who choose to impose suspensions from their class shall immediately report the same to the site administrator and send the student to the office. As soon as possible, the teacher shall ask the parent or guardian of the student to meet with the teacher. At no time shall a teacher ask a student to wait in the hallway without direct visual observation from a certificated staff member.

The parents' copy of the Notice of Suspension from Class shall be mailed immediately to them, other copies to be distributed as indicated on the computer-generated PAR. If possible, the teacher shall confirm by telephone the date and time for the conference, as requested on the PAR, to discuss the reason(s) for the suspension. Whenever possible, a school counselor or psychologist shall attend the conference. If either the teacher or the parent requests, an administrator shall attend the conference. One purpose of this conference is to work towards a partnership among those involved (e.g., teacher, parent, student).

The student shall not be returned to the class from which he or she was suspended during the period of suspension without the concurrence of the principal and the teacher who imposed the suspension.

A student suspended from a class shall not be placed in another regular class during the period of suspension. If the student is assigned to more than one class per day, he or she must attend the classes from which he or she was not suspended.

A teacher may require the completion of tests and assignments missed during the period of suspension.

REQUIRED NOTIFICATION OF LAW ENFORCEMENT

Education Code Section 48902 requires that the school principal, prior to the suspension or expulsion recommendation of a pupil, notify the local law enforcement authority if certain specified acts have been allegedly committed by that pupil. The willful failure to make any report required by this section is an infraction punishable by a fine, to be paid by the principal or the principal's designee who is responsible for the failure to report, of not more than five hundred dollars ($500). Notification of law enforcement is required under the following circumstances:

A. Assault with a deadly weapon (Penal Code [P.C.] section 245).
B. Possession or sale of narcotics or a controlled substance.
C. Possession of a firearm(s) at a public school (P.C. section 626.9).
D. Possession of a dirk, dagger, ice pick, knife having a fixed blade longer than 2½ inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser or stun gun, BB or pellet or other type of air gun, or spot marker upon the grounds of any school within a K-12 school district (P.C. section 626.10).

If the student is arrested, or released to a peace officer, the school principal shall take immediate steps to notify the parent regarding the place to which the minor is reportedly being taken. These efforts to notify the parent must be documented.

The school principal shall not suspend any student who is being arrested at the time of the arrest but, rather, shall wait until the student is released from police custody and is returning/attempting to return to school.

REMOVAL OF STUDENTS FROM SCHOOL

A law enforcement officer in the performance of his duty may remove a pupil from school. (Chapter 5, Penal Code – State of California Section 729. Welfare and Institution Code: California Legislative Council Opinion No. 1499 dated September 11, 1952.). However, all law enforcement officers must complete a school removal form and sign.

In all cases where the pupil is removed from the school without a written request from the legal guardian, the school must notify the legal guardian immediately. In the event that the legal guardian cannot be reached, the office of the superintendent of schools or the counseling division must be notified.

ALCOHOL AND DRUG ABUSE

All staff members are required to report, as soon as possible, their suspicions of drug and alcohol use that they observe, confront, smell, etc. to an administrator. Staff members will be supported in their reporting activities by the school administration, since this is an expected and required responsibility. The school does not expect faculty members who are uncomfortable addressing drug and alcohol incidents to directly confront the students; however, if a teacher feels comfortable, he or she may speak directly with the student about the concern. The incident must be reported immediately and the school administration will take the next appropriate step. Teachers will be expected to follow up with a written report, when required, which will include student name, description and any other pertinent information required for appropriate disciplinary action.

STUDENT COMPUTER USE POLICY (BUL-999.4)

The District's Acceptable Use Policy ("AUP") is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by the District (the "network."). Only current students or employees are authorized to use the network.

The District will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are obscene, pornographic, and harmful to minors over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.

STUDENT INTERNET SAFETY (BUL 5181.2)

1. Students under the age of eighteen should only access LAUSDnet accounts outside of school if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use;
2. Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;
3. Students shall not meet in person anyone they have met only on the Internet; and
4. Students must abide by all laws, this Acceptable Use Policy and all District security policies.

PENALTIES FOR IMPROPER USE

The use of a District account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from District employment, or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

Student Activities

STUDENT GOVERNMENT

California State law allows any group of students within a school to organize a student body association, also known as an Associated Student Body (ASB), for the purposes of conducting activities on behalf of the school's students. The ASB at West Adams Preparatory provides students the opportunity to participate in the planning and execution of activities and to learn constructive leadership procedures. At West Adams Preparatory, the students are encouraged to actively take part in the decision making process that concerns and affects them. It is hoped that the participation will be in areas of service to others as well as fun activities. The staff is urged to become involved in the activities.

However, the ASB must be approved by the Board of Education and be subject to its control and regulation. As such, the activities of the ASB cannot be in conflict with the Board's authority and responsibilities. The Los Angeles Unified School District's Board of Education has authorized the establishment of ASB's for all of its schools and delegated the technical supervision and management of student body financial activities to the Student Body Finance Section of the School Fiscal Services Division.

Although the Board has authorized ASB's, in order to become operational at a school they must first have an approved constitution. Minutes of each ASB meeting must be prepared by the ASB secretary and reviewed and approved at the next ASB meeting. For secondary schools, the ASB is considered "organized", because it has an elected student body government and a student body advisor. In elementary schools, continuation, and adult schools the ASB is "unorganized" and decisions are made by a trustee, such as the school principal.

While ASB's are involved in a wide range of activities that promote the general welfare and morale of students, they can also sponsor activities that are specifically related to the generation of revenues. These activities are known as fundraisers. In addition to ASB fundraisers, the ASB can also be involved in other operations that generate income. This publication will explore these different fundraisers and income generating activities in subsequent pages.

Once an ASB is formed by having its constitution ratified by the school's students, the ASB's finance committee should develop a budget prior to sponsoring any fundraising or income generating activities. This budget will help the ASB in determining how much revenue needs to be generated in order to accomplish its goals for the year, as well as providing instruction on proper financial practices to the ASB leadership.

In the Los Angeles Unified School District, ASB preliminary budgets should be prepared in Spring for the following school year with the budget forms provided to each school by the Student Body Finance Section. One helpful tool for developing the preliminary budget would be to use the historical average of the prior three years' expenditure and income patterns. Of course, the average should be adjusted if any major event occurred in the previous year(s) that is not anticipated to occur in the current years' budget or if expenses or revenue changes are anticipated in upcoming years. In developing the revenue budget, the ASB should review the acceptable fundraising and income generating activities, as well as the permitted expenditures prior to developing the expenditure budget.

After the preliminary budget has been established, two copies must be submitted to the Student Body Finance Section for review. An annual memorandum from this Section provides the budgetary due dates. The preliminary budget is then subject to the deliberation of the next school year's ASB leadership or student finance committee (composed of the ASB treasurer, the principal, the ASB leadership sponsor, and the financial manager) who must either ratify or amend the preliminary budget prior to it becoming effective. Two copies of the approved budget must also be submitted to the Student Body Finance Section. Even after the ASB budget has been approved, the ASB leadership or student finance committee should periodically monitor revenues and

expenditures to ensure that revenues will be sufficient and that acceptable financial practices are being followed.

Once the ASB budget has been developed, the school's principal is responsible for following several policies and procedures, prior to the ASB sponsoring a fundraiser, to ensure the safety of students and to ensure that fundraisers do not conflict with the Board's responsibilities.

PROCEDURES FOR STUDENT CLUBS AND CLASSES

1. Every school-sponsored club/class must have a constitution containing by-laws approved by the ASB leadership and school principal. The constitution must:
    a. Contain a statement that all members must be students who are presently enrolled in the school.
    b. Contain a statement that there is no affiliation with any non-school club, any political or religious organization, or with any organization which denies membership on the basis of race, color, creed, or political belief. (Board Rule 2262)
2. Minutes of club meetings must be recorded and approved by Club members.
3. Clubs/classes must be self-supporting through club/class fees and club/class fundraising activities. They cannot be subsidized by general student body funds.
4. Every school club/class must be sponsored by a member of the school faculty subject to approval by the principal.
5. The sponsor shall approve the time and place of all meetings and events.
6. The sponsor must attend all meetings, events and activities.
7. The sponsor is responsible for the annual budget of the club/class which must be submitted in accordance with the established rules approved by the principal.
8. The sponsor is responsible for the supervision of the collection of any funds from students or other personnel.
9. Club/Class Fundraising

FUNDRAISING

Only AFTER a school's club/class has been properly established can fundraising activities occur. Clubs/classes must follow district guidelines listed below. Permitted and prohibited fundraising activities are the same as for the general student body.

Fundraising & Income Generating Activities' Checklist

1. A completed authorization request (Form 34-EHJ-8) must be submitted to the Student Body Finance Section for approval 2 weeks prior to the fundraising activity.
2. Fundraisers shall contribute to the educational experience of students and not conflict with the instructional program.
3. The type, frequency and scheduling of fundraisers must be approved by the principal.
4. Parental permission must be obtained in writing before a student can participate in the fundraiser.
5. Participation by the students and school employees is voluntary.
6. Students under the age of 16 cannot solicit on the street or door-to-door unless supervised by an adult.
7. No specific fundraising activity should exceed more than 3 consecutive weeks.
8. The school's appropriate parent group must review and approve the fundraiser.
9. Contests may be held and awards or prizes given to students only upon approval of the appropriate parent group. Only students enrolled in the school are eligible to receive these prizes or awards. A list of prizes given and the names of students who received them must be submitted to the Student Body Finance Section.
10. Concession Sales
    a. Agreements with firms for the concession sale of merchandise on school premises may be negotiated without submitting form 34-EHJ-8.

b. Profits derived from concession sales in connection with general student body activities are general student body funds. However, if school clubs or graduating classes are running the entire operation, they may retain 100% of the profit.
c. Section 80.73 of the Los Angeles Municipal Code prohibits the "…peddling, hawking, displaying for sale, soliciting the sale of, offering or exposing for sale, selling or giving away…" beverages or food of any kind within 500 feet of a school's property lines. For schools outside of the City of Los Angeles, vendors may not sell food or beverages within 1,000 feet of any school property. (7.62.071 Los Angeles County Ordinance)

Clubs/classes can generate revenues through:

A. Dues, assessments and donations from members.
B. Income from entertainment, dances, parties, etc. attended by club/class members only.
C. Sale of club or class sweaters, emblems, insignia, cards, announcements, photography, etc. to members of the club/class.
D. Special off-campus sales that are limited to club members and their immediate family.

Revenues generated through these activities belong to the club/class. However, if the club/class fundraiser is an "on-campus" activity during school hours, then no more than 50% of the profits can be credited to the club/class trust account, (Board Rule 2528) and the remainder must be credited to the general student body account. If the club/class fundraiser was approved as an "off-campus" activity, but members openly carry merchandise during the instructional day, it will be assumed that members are selling "on-campus" and the profits must be divided equally between the club/class trust account and the general student body account.

PROCEDURES FOR THE COLLECTION AND DISBURSEMENT OF CLUB/CLASS MONIES

The club/class sponsor is responsible for the collection of any monies. In order to safeguard assets and ensure proper accounting practices, the sponsor must follow the procedures listed below:

1. All monies collected for the club/class must be supported by approved collection forms.
2. All monies collected must be deposited with the student body finance office and acknowledged on a pre-numbered master receipt.
3. Personal checks cannot be substituted for cash collected.
4. Total collections that are $25 or more, along with the collection form must be turned in daily. Money not turned in to the student body finance office and acknowledged on a pre-numbered master receipt is not covered by insurance.
5. All collections must be turned in prior to any weekend or holiday, and on the last school day of the month.
6. Authorization for expenditures of funds must be approved by the class/club sponsor, member, or designated class/club officer and principal.
7. Requests for expenditures of funds must be submitted in advance, by the sponsor, to the financial manager by using a "Request for Check or School Purchase Order".
8. Club expenses can only be paid by check.

SPECIAL NOTES FOR WEST ADAMS BUSINESS ORIENTED TYPE CLASSES INCLUDING CULINARY ARTS

Instructors in classes who sell and order items that will later become the personal property of their students are responsible for the collection and safeguarding of any monies collected for materials, etc. As such, the following procedures and policies must be followed:

1. Receipts for monies collected must be issued and the following guidelines must be observed:

a. If collections are $25 or less for each item, or if the item has the same sales price, a class receipt can be used. Students should sign the receipt and indicate the amount paid. Care should be taken to ensure that the amount indicated is correct.
b. If collections are greater than $25, an auxiliary receipt must be used. However, if the item has the same sales price, a class receipt may be used.
c. If collections are made by the student body finance office, the financial manager will issue an auxiliary receipt.

2. Total collections that are $25 or more, along with the collection form must be turned in daily. Money not turned in to the student body finance office and acknowledged on a pre-numbered master receipt is not covered by insurance.
3. All collections must be turned in prior to any weekend or holiday, and on the last school day of the month.
4. Personal checks cannot be substituted for cash collected.
5. At least 50% of the estimated cost must be collected from the student prior to starting any major project.
6. The shop or class cannot operate at a loss.
7. An annual inventory of student-body owned material must be prepared.

FUNDRAISING & INCOME GENERATING ACTIVITIES GUIDELINES

1. A club sponsor must submit a completed authorization request (Form 34-EHJ-8) must be submitted to the Student Body Finance Section for approval 2 weeks prior to the fundraising activity.
2. Fundraisers shall contribute to the educational experience of students and not conflict with the instructional program.
3. The type, frequency and scheduling of fundraisers must be approved by the principal.
4. Parental permission must be obtained in writing before a student can participate in the fundraiser.
5. Participation by the students and school employees is voluntary.
6. Students under the age of 16 cannot solicit on the street or door-to-door unless supervised by an adult.
7. No specific fundraising activity should exceed more than 3 consecutive weeks.
8. The school's appropriate parent group must review and approve the fundraiser.
9. Contests may be held and awards or prizes given to students only upon approval of the appropriate parent group. Only students enrolled in the school are eligible to receive these prizes or awards. A list of prizes given and the names of students who received them must be submitted to the Student Body Finance Section.
10. Fundraising financial statements must be submitted to the Student Body Finance Section within 30 days after the event.

ALLOWABLE ASB FUNDRAISING ACTIVITIES

Listed below are the three types of approved fundraising activities that an ASB can sponsor and the appropriate guidelines. If you have any questions regarding these, or any other proposed fundraising activity, please call your Local District Coordinating Financial Manager.

1. "A-thons" or endurance contests
    a. Senior high schools may conduct walk, jog, cheer, sports, academic, dance, or other "a-thons" within reason. Middle schools may only conduct walk-a-thons and bike-a-thons.
    b. "A-thons" must be held on the school's grounds.
    c. Written parental permission should be obtained prior to student participation.
    d. The school nurse should certify, as best as possible from available school records, that the student is physically able to participate in the activity.
    e. The "A-thon" should be well supervised and individual student condition/progress monitored.
    f. The "A-thon" supervisors should have easy access to participant's current emergency cards.
    g. The weather should be considered as to how it might affect student safety. (e.g. excessive heat, smog, rain, etc.)

2. Food Sales (not by the Student Store)
    a. ASB sales of food during the school day must be limited to four times per year if during the school day or within 30 minutes of the end of the school day.
    b. All food sold during the day must comply with the District Healthy Beverage and Obesity Prevention Motions. Please refer to the Food Services Branch's website at www.cafe-la.org for the most recent listing of approved beverages and snacks.
    c. The Cafeteria Manager should be notified, in advance, of any food sales so that he/she can plan accordingly.
    d. The food items sold during the regular school day cannot be the same food items sold by the District in the Food Services Program at that school during the school day.
    e. The food sold during the regular school day may not be prepared on the premises.
    f. The food facility (location serving or preparing foods) must have a valid health permit.
    g. Foods prepared outside of school premises cannot be served on school campuses unless the food preparers comply with rules set forth by the School Board, National School Lunch Program, Student Health Services Division, the Los Angeles County Health Department and the California Uniform Retail Food Facilities Law.
    h. Food items may not be sold during the school day from vending trucks on school grounds.
3. Fundraising "Drives"
    a. Public Appeals are drives in which relatives, friends, and neighbors are solicited, and the number of items sold is unlimited. Proceeds from a public appeal fund-raising activity may be credited to the student body or the PTA/approved parent group or shared between the student body and the PTA/approved parent group. Proceeds may not be credited to a student body club or to a booster club.
    b. A fund-raising item which is not on the District's approved list of healthy beverages or snacks cannot be sold before, during or within 30 minutes after the end of the school day.

ASB FUNDRAISING ACTIVITIES NOT ALLOWED

Due to safety and liability issues the ASB is prohibited from sponsoring the following fundraising activities:

1. Raffles or games of chance
2. Rides, either mechanical or animal
3. Activities that include the use of darts or arrows
4. Activities in which objects are thrown at a live target
5. Dunking persons into water tanks
6. Destroying old cars or similar objects by hammers, etc.
7. Sales of cosmetics, used jewelry or used clothing.
8. Booths for manicures, pedicures and makeup, etc.
9. Activities which use a trampoline or mini-trampoline.
10. Car washes
11. Rummage sales

ACTIVITIES/SALES REQUEST PROCEDURE

All activities must be approved by the ASB Council and club/activities sponsor at least three weeks prior to the date of the event.

Complete in the following order:

1. Prepare and submit plans to the Club Sponsor for preliminary approval and signature.
2. Submit to the proper department assistant principal for approval of section one.
3. See Administrative Assistant for calendar clearance.
4. Submit for approval to the ASB Council at least three weeks prior to the activity.
5. Submit to the general secretary for substitute approval.

6. Submit to the athletic director, building services supervisor and media technician, for approval of facilities and services.
7. Submit to the Finance Office for budget, transportation cost, and ticket approval.
8. Submit to the principal for final approval.

***** IMPORTANT *****

Absolutely no sale or activity can take place until step 7 has been accomplished!

ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

Extra-curricular activities are defined as structured, non-classroom activities where students represent the school publicly. This includes activities that are judged, such as music festivals, bands, drill team, athletics, cheer, speech and debate, etc. Also included are members of the Associated Student Body central governing council, presidents of subsidiary student organizations and class officers. The following standards in scholarship and citizenship have been established as minimum requirements for students who participate in extracurricular activities.

At the end of each grading period, a student must have a grade point average (GPA) of 2.0 (equivalent to a "C" average) and satisfactory citizenship--suspensions from school may cause ineligibility as determined by the principal.

Coaches shall not exert undue influence on any instructor to change a student's grade. A coach wishing to speak with an instructor must make an appointment with him/her.

ATTENDANCE

West Adams Preparatory High School students may NOT participate in a performance/contest/game unless she/he is in full attendance at school on the day of the said event.

TRANSPORTATION

All students participating in a school sponsored activity, including athletic competitions, must travel to and from events in school sponsored activity. Teachers/coaches may not allow students to leave a field trip or athletic event activity in a personnel or family vehicle.

BOOSTER CLUBS

Booster Clubs and other non-school organizations/groups, other than the PTA and Approved Parent Group, are considered to be separate entities. Booster Clubs can raise funds for a school, but unlike a PTA or an Approved Parent Group, they cannot conduct joint fundraising activities with the student body. Booster Clubs should not be conducting fundraising activities on campus during school hours.

Booster Clubs must follow the guidelines listed below:

1. Booster Clubs must be properly organized under the laws of the state, county, and city. They must raise funds independently of the ASB, just as a Kiwanis Club, Lions Club, Chamber of Commerce or other professional organization raises funds.
2. Booster Clubs are separate legal entities from the District. Prior to any involvement with a Booster Club, the school administrator should ensure that the organization has provided the school with appropriate documentation showing its independent legal status.
3. A Booster Club is required to have sufficient liability insurance to operate its organization and meet the District's minimum insurance requirements. The Office of Risk Management & Insurance Services (ORMIS) can be contacted at (213) 241-3987 for current insurance requirements. ORMIS suggests that a Booster Club contact a commercial insurance agent to discuss securing liability insurance for their organization.

4. Booster Clubs wishing to use District facilities need a Civic Center permit under provisions of Board Rule 1301-02. Any services of classified staff must be paid for by the Booster Club. For "Special Events", the District has an underwriting facility that allows for the purchase of a reasonably priced special events liability policy to cover the specific event. Boosters Clubs should contact the Office of Risk Management & Insurance Services at (213) 241-3987.
5. Students or staff assisting with a Booster Club activity shall not interfere with the instructional program.
6. The providing of information, or advertising of activities, or the selling of Booster Club products shall not interfere with student body fundraising activities or other student body activities and shall not take place on school grounds during the school day.
7. Booster Clubs that wish to donate monetary and non-monetary items to the student body must do so by submitting a "Request for Authorization for Student Body Expenditures and Receipts" (Form 34-EHJ-8) to the Student Body Finance Section.
8. No booster club may sell refreshments to the general student body at school events and retain the profits, except on a concession basis with a commission paid to the student body. This commission must be approved in advance by the student body.

BOOSTER CLUB FUNDS MAY NOT BE KEPT ON THE STUDENT BODY BOOKS OR PROCESSED THROUGH THE STUDENT BODY FINANCE OFFICE (STUDENT STORE).

SALES OF CONCESSIONS

a. Agreements with firms for the concession sale of merchandise on school premises may be negotiated without submitting form 34-EHJ-8.
b. Profits derived from concession sales in connection with general student body activities are general student body funds. However, if school clubs or graduating classes are running the entire operation, they may retain 100% of the profit.
c. Section 80.73 of the Los Angeles Municipal Code prohibits the "…peddling, hawking, displaying for sale, soliciting the sale of, offering or exposing for sale, selling or giving away…" beverages or food of any kind within 500 feet of a school's property lines. For schools outside of the City of Los Angeles, vendors may not sell food or beverages within 1,000 feet of any school property. (7.62.071 Los Angeles County Ordinance)

WORK PERMITS

All student work permits are issued by the 12th grade counselors. To be eligible for a work permit students must meet the following criteria:

West Adams Work Permit Policy	
Age	16
GPA	2.50
Attendance (per quarter)	No more than 3 excused absences & No more than 3 tardies
Discipline (per year)	No more than 2 referrals or counselor Or No referrals to dean
Recommendation	From teacher: work habits, grades, students maturity level *From counselor: only needed if student doesn't meet the minimum requirements listed for GPA, attendance, or discipline.

Calendars and Schedules

School Calendar

The school calendar is posted on the school website at https://westadamshs.lausd.org/.

Bell Schedules

WEST ADAMS PREPARATORY HIGH SCHOOL

2025-26 Bell Schedules

Regular Mondays, Thursdays, & Fridays	**Even** Tuesdays	**Odd** Wednesdays	**Minimum Day**
Period 1 8:30 AM - 9:25 AM	Period 2 8:30 AM - 10:00 AM	Period 1 8:30 AM - 10:00 AM	Period 1 8:30 AM - 9:07 AM
Period 2 9:30 AM - 10:20 AM	Period 4 10:05 AM - 11:25 AM	Period 3 10:05 AM - 11:25 AM	Period 2 9:12 AM - 9:43 AM
Period 3 10:25 AM - 11:15 AM	Lunch 11:25 AM - 11:55 AM	Lunch 11:25 AM - 11:55 AM	Period 3 9:48 AM - 10:19 AM
Period 4 11:20 AM - 12:10 PM	Period 6 12:00 PM - 1:20 PM	Period 5 12:00 PM - 1:20 PM	Period 4 10:24 AM - 10:55 AM
Lunch 12:10 PM - 12:40 PM	Homeroom 1:25 PM - 2:25 PM	Period 7 1:25 PM - 2:45 PM	Period 5 11:00 AM - 11:31 AM
Period 5 12:45 PM - 1:35 PM		Homeroom 2:50 PM - 3:25 PM	Lunch 11:31 AM - 12:01 PM
Period 6 1:40 PM - 2:30 PM			Period 6 12:06 PM - 12:37 PM
Period 7 2:35 PM - 3:25 PM			Period 7 12:42 PM - 1:13 PM

Finals A	**Finals** B	**Finals** C
Homeroom 8:30 AM - 9:40 AM	Homeroom 8:30 AM - 9:53 AM	Homeroom 8:30 AM - 10:00 AM
Period 1 9:45 AM - 11:05 AM	Period 4 9:58 AM - 11:18 AM	Period 6 10:05 AM - 11:25 AM
Lunch 11:05 AM - 11:35 AM	Lunch 11:18 AM - 11:48 AM	Lunch 11:25 AM - 11:55 AM
Period 2 11:40 AM - 1:00 PM	Period 5 11:53 AM - 1:13 PM	Period 7 12:00 PM - 1:20 PM
Period 3 1:05 PM - 2:25 PM		

Organizational Chart

Principal	Assistant Principal	Assistant Principal
WAPHS/Global Cuisine	STEM	Police Academy
Erica Nava	**Steven Valencia**	**Matt Stewart**
9th Grade Summer Bridge	Attendance	Attendance
Administrators	Budget	Budget
ASB Financial Office	Child Abuse Reporting	Child Abuse Reporting
ASB Program/Senior Activities	Data Analysis	Data Analysis
Attendance-PSAs	Discipline	Discipline
Bell Schedule	EDST/Classified (Evaluations)	EDST/Classified (Evaluations)
BSAP	ISTAR Reporting	ISTAR Reporting
Budgets	Linked Learning Pathway Growth & Development	Linked Learning Pathway Growth & Development
Child Abuse Reporting	Sexual Harassment Reporting	Sexual Harassment Reporting
Community/Media Relations	Title IX Reporting	Title IX Reporting
Connect ED		
Data	**ELA/Social Studies Department**	**Math & Science Department**
EDSSL-(Admin Evaluations)	Advisory Curriculum	**Counseling & Special Education Department**
EDST-(Teacher Evaluations)	AP /Honors/GATE	Admission/Registration
Instructional Leadership Team (ILT)	Athletics	College Center
Instructional programs	BIC/Cafeteria	Covid 19 Compliance
Intervention Programs	BSAP	Credit Recovery/Tutoring
ISTAR Reporting	Campus Safety-ISSP	Faculty Handbook
Library	Cell Phone Policy	Fiedtrips
LSLC/SSC/ELAC	iReady Program-Personalized Learning/Assessments	Graduation Ceremony
Master Calendar	Linked Learning Programs-Lead	HIF (Household Income Forms)
New Teacher Support/Intern Support	Parent Conferences/Open House	M/O Facilities /Civic Permits
Parent Volunteer	Restorative Justice Programs	Mark Reporting Compliance
Staffing	Social Emotional Programs-PSWs	Master Schedule
Strategic Plan (SPSA)	SSPT/504s	Parent Center/Volunteers
Student Support Services	Substitutes	SBA/PSAT/SAT/AP Testing
Suspension/Expulsion	Technology	School Experience Survey
Title I Programs/SPSA	Textbooks/Williams Compliance	Student/Faculty IDs
Vision/Mission	Wellness Center/Health Office	WASC
WASC	Woodcraft Ranger Programs	Website/Social Media
Weekly Communication	Yearbook	

Additional Forms

1. PD/Conference Request
2. Request for Extra Time
3. Overtime Sheet
4. Request for Travel
5. Authorization to Access Site During Non-School Hours
6. Categorical Funding Certification
7. Hall Pass
8. Tardy Form

PD / Conference Request Form

Date: _____

Name: _____ Email: _____

Position: _____ Room # : _____ ACADEMY: _____
PD/conference topic: _____
Date Requested: _____ Cost: _____
X time hours requested: _____

Please provide specific details describing objectives, topics, and content that should be covered during this training/ workshop that will support your work.

How will you share this information with your colleagues?

How will this P.D. opportunity increase student learning/success and how is it aligned to department or school single plan?

Assistant Principal Signature _____

Principal Signature _____Date _____

Approve _____ Disapprove _____

WEST ADAMS PREPARATORY HIGH SCHOOL

Request for Extra Time

Position (check box below)

CLASSIFIED: TA ☐ Ed Aides ☐ Office Tech ☐

CERTIFICATED: Teacher ☐ Counselor ☐ Administrator ☐

Employee Name(s)	Employee #
1) _____	_____
2) _____	_____
3) _____	_____
4) _____	_____
5) _____	_____

Date of overtime to be worked:_____

Reason for extra time:_____

_____

_____

Estimated time needed: Total of _____ hours for _____person(s)

Assistant Principal or Categorical Fund Coord. Signature _____

Office Use Only

Principal's signature:_____

Date:_____

Approve:_____ Disapprove:_____

West Adams Preparatory High School

TIME SHEET

Description of Activity:
Employee Name:
Employee Number:
Dept.: Position:

Please check one evidence: □ Student /Parent Log □ Agenda □ Other:
Check one: □Teacher □ TA □Ed Aide□ Office Tech □ Coach □Admin □ Other

DATE	START TIME	END TIME	TOTAL HOURS

I hereby certify that I was funded solely (100%) from the above program funds and received training/performed work as set forth on these program(s), single cost objective or single indirect cost activity.

_____ _____

Employee Signature **Date**

I hereby certify that the above-named employee has successfully completed the training/work on the dates indicated above.

_____ _____

Academy Assistant Principal Signature **Date**

***You must submit Request for PD and Request for Extra Time before participation. Timesheet must be submitted within 48 hours of completing assignment. Failure to submit in a timely manner may delay or result in lost compensation. Incomplete Timesheet will not be processed. If you have any questions contact the SAA.**

Office Use Only

APPROVED BY PRINCIPAL: _____ DATE: _____

FUNDING SOURCE: DATE SUBMITTED FOR PAYROLL _____ DATE SUMITTED PAYROLL: _____

Check One:
_____*Expenses (Complete Travel Expense Claim Form for reimbursement)*
_____*No Expense*

454464

LOS ANGELES UNIFIED SCHOOL DISTRICT
REQUEST FOR TRAVEL AND ATTENDANCE AT CONFERENCE, CONVENTION OR MEETING

Name (First)_____ (MI)_____(Last)_____

_____District Employee _____District Parent _____Contractor/Consultant

Employee Number: _____Job Class Code:_____Title:_____Local District Office:_____

School/Office Name: _____ Location/Organization Code :_____

Work Telephone No:: (_____)_____ Fax No.: (_____)_____ Email:_____

Only conference registration fees may be paid on the P-Card. No other travel related expenses may be paid on the P-Card. The travel account may only be used with River City Travel. Reconciliation for conference registration fees on the P-Card and travel account is to object code 5202.

TRAVEL & CONFERENCE ATTENDANCE INFORMATION

(✓) Check appropriate box describing the travel and/or conference attendance:
☐ 1. Requested by Superintendent
☐ 2. Requested by School/Office
☐ 3. Requested by Local District Office
☐ 4. Self-Initiated (Include rationale for this request with attached documentation.)
☐ 5. Collective Bargaining Unit
☐ 6. Other:_____

Number of workdays requested:_____

Do you have an additional assignment with LAUSD? ☐Yes ☐No

If yes, requestor must submit a copy of this form to the appropriate administrator at the other site.

Will a paid substitute be required? ☐Yes ☐No

If yes, indicate the funds for the substitute:

_____ Fund _____ Area _____ Location/Organization _____ Program

LOCATION OF TRAVEL/CONFERENCE ATTENDANCE:
(Attach documentation)

Name: _____
Address: _____
City:_____State:____Zip:_____

Within 45 miles of principal place of work or home: ☐Yes ☐No

CONFERENCE REGISTRATION FEES:

$_____ (P-Card may be used & must reconcile to Object 5202)
(✓) Method of Payment: ☐ P-Card ☐ Imprest ☐ PO # _____ ☐ Other:____

(✓) Check appropriate box describing expenses to be paid by:
☐ 1. School/Division ☐ 2. Local District Office ☐ 3. Individual/Self ☐ 4. Other:
Name:_____
Address: _____
City:_____
State:_____Zip:_____
Telephone No:: (____)_____Email:_____

AUTHORIZED TRAVEL DATES: (FAX to River City Travel to 877-644-0333)

Departure:
Date:____/____/____ Time:_____ ☐AM ☐PM
Begin Date of Activity: ____/____/____

Return:
Date:____/____/____ Time:_____ ☐AM ☐PM
End Date of Activity: ____/____/____
(✓) Method of Payment: ☐ Travel Account ☐ Other*:_____
(*Pre-approval required.)

HOTEL: _____
(If requesting hotel preference, provide hotel information and include rationale with attached documentation.)

RENTAL CAR: ☐Yes (Pre-approval required.) ☐No

TOTAL ESTIMATED EXPENSES: $_____

Meals provided in conference? ☐Yes ☐No

ESTIMATED EXPENSES:

Airfare	Lodging	Phone Calls	Conf. Fee	Car Rental
$_____	$_____	$_____	$_____	$_____

FUNDS ENCUMBRANCE: Funds must be available at time of travel for encumbrance. The correct source of funds must be utilized for travel and conference attendance.

Encumber funds from Expense Budget Line:

_____ Fund _____ Area _____ Loc./Org. _____ Program 5202 Object

Submission/Agreement: I have read and understand the guidelines of Bulletin 4037.1 and declare under penalty of perjury that the foregoing is true and correct.

Traveler:_____ _____
(Signature) (Date)

Approved by:_____ _____ _____ _____
(Print Name/Title) (Signature) (Date)

Approved: ☐Yes ☐No

Approved by:_____ _____ _____
(If additional approval required, ie international travel. Print Name/Title) (Signature) (Date)

Form 10.12 (REV. 9/17/08) PSFS-PPC
CC 9861222055

ATTACHMENT B

AUTHORIZATION TO ACCESS SITE DURING NON-SCHOOL HOURS

Complete this form in advance of site use. Fax completed form to Los Angeles School Police Department at (213) 742-0221.

School/Site: _____ DATE: _____

Name	Position	Emp. No.	Date	Hours	Bldg./Area

Purpose of access: _____

_____

If an employee will be supervising a group of employees or students, please note under purpose of access. The supervising employee shall have a copy of this authorization in their possession and shall not leave personnel or students unsupervised on site.

☐ The above employee is authorized and trained on how to operate the alarm panel.

Authorization approved by:

_____ _____

Principal/Site Administrator Emergency Contact # for Principal/Site Admin

PLEASE KEEP THIS AUTHORIZATION FORM IN YOUR POSSESSION WHEN ON SITE.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Accounting and Disbursements

BULLETIN NO. 2643.5
June 17, 2010

FEDERAL AND STATE CATEGORICAL FUNDED CERTIFICATION
(For certifieation of Overtime, Training, Substitute Assignment)

Fiseal Year _____ Date (s) Worked _____

Hours Worked: _____

Description of Activity _____

Name_____

Sehool/Offiee_____

Categorical Program(s)_____

Program Code(s)_____ _____

I hereby certify that I was funded solely (100%) from the above program funds and received training/performed work as set forth on these program(s), single cost objective or single indirect eost activity.

_____ _____
Employee Signature Date

SECTION BELOW TO BE COMPLETED FOR TRAINING ACTIVITY ONLY

++

I hereby certify that the above-named employee has suecessfully completed the training on the dates indicated above on _____ _____.
(Topie of Training)

_____ _____
Name and Signature Date
Training Instructor

****

NOTE: AFTER TRAINING INSTRUCTOR HAS SIGNED THIS CERTIFICATION, PLEASE SUBMIT TO YOUR TIME REPORTER.

West Adams Preparatory H.S.
2025-26

Hall Pass

Teacher:	Room #	**Instructions**: ***Do not fold this pass***. *Please be prompt and return this pass to your teacher as soon as you return to class.*

Date	Student	Destination	Time Out	Teacher Signature

Tardy Sign in Sheet

Teacher Name:_____ Room _____

Welcome to class! Please write down your name and time that you came in and then find your seat. I will be able to assist you and catch you up on what you missed in a few minutes.

Date	Name	Time In

Glossary of Terms

Acronym	Term	Additional Explanation
	Woodcraft Rangers	Foundation running after school programs using Beyond the Bell funding
A-G	A-G Subject Requirements	Courses that meet UC requirements
AGT	Academic Growth over Time	Measures growth compared to anticipated growth
AMAO	Annual Measurable Achievement Objective	#1 measures annual yearly progress #2 measures redesignation rates
AP	Advanced Placement	College level courses
APEX	APEX Learning System	On-line program used for credit recovery
API	Academic Performance Indicator	No longer used
AYP	Annual Yearly Progress	
CAHSEE	California High School Exit Exam	No longer applicable
CBITS	Cognitive Behavioral Intervention for Trauma in Schools	Intervention for students suffering from trauma
CCSS	Common Core State Standards	New standards replacing Ca State Standards
CPA	Categorical Program Advisor	
CPM	College Prep Math	CCSS aligned math curriculum
CELDT	California English Language Development Test	Annual test given to English Language Learners to determine progress
CORE	California Office of Reform Education Waiver	Waiver from mandates of NCLB
COST	Coordination of Services Team	Team that evaluates at-risk students for intervention services
CST	California Standards Test	
EDI	Explicit Direct Instruction	Instructional strategies to enhance direct instruction and check for understanding
ELA	English Language Arts	
ELD	English Language Development	
ELLs	English Language Learners	
FAFSA	Free Application for Federal Student Aid	
GPA	Grade Point Average	
IAB	Interim Assessment Block	SBAC aligned Periodic assessment
ICA	Interim Comprehensive Assessment	Summative practice assessment for SBAC
IEP	Individualized Education Plan	
IGP	Individual Graduation Plan	
ILT	Instructional Leadership Team	Monthly council of lead teachers, dpt chairs, coaches, and administrators
LAP	LA's Promise	Education partner for WAPHS
LAUSD	Los Angeles Unified School District	
LTELs	Long Term English Language Learners	5+ years in English Learner program
MCSA	Microcomputer Support Assistant	
MISIS, ISIS, SIS	My Integrated Student Information System	New Student data system used by LAUSD replaces ISIS and SIS

MyData	MyData	Student data system used by LAUSD mainly for assessments
NCLB	No Child Left Behind	Federal Education Act requiring states to measure annual yearly progress on standardized tests
NGSS	Next Generation Science Standards	Newly adopted science standards to complement CCSS
PBL	Project Based Learning	Student led instructional strategy
PD	Professional Development	
PSA	Pupil Service Attendance counselor	
PSW	Psychiatric Social Worker	
Reed	Reed Investment Schools	Additional funding from REED settlement to increase teacher retention
SART/SARB	School Attendance Review Team/Board	
SBAC	Smarter Balanced Assessment Consortium	Assessment used to assess mastery of Common Core
SDAIE	Specially designed academic instruction in English	An approach to teach academic content in English to students learning English
ACADEMY	Small Learning Community	Smaller school within a school but not autonomous
SLOs	School-wide Learner Outcomes	P.R.I.D.E.
SPSA	Single Plan for Student Achievement	
SQII	School Quality Improvement Indicator	Equivalent of Academic Performance Indicator for CORE schools
SSPT	Student Support and Progress Team	
WAPHS	West Adams Preparatory High School	
WASC	Western Association of Schools and Colleges	Self-Study process used to accredit high schools and universities

10/28/25 - Visitor Authorization form updated.