

# Comprehensive School Safety Plan

**2025-2026  
School Year**

**School:** Lighthouse Charter School  
**CDS Code:** 57726940131706  
**District:** River Charter School  
**Address:** 899 Bryte Ave  
West Sacramento, CA 95605

**Date of Adoption:**

**Date of Update:**

**Date of Review:**

- with Staff
- with Law Enforcement
- with Fire Authority

**Approved by:**

Name	Title	Signature	Date
Kara Schene	Principal		
Roxanna Villasenor	Superintendent		
Patty Reichow	LCS Office Admin		
Shirley Gibbons	Behavior Support		
Gary Kornyta	Teacher		
AJ Adams	Teacher		
Dushawn White	Counselor		
Michelle King	Classified + Parent		
Denny George	LCS Safety Team + Parent		
Amelia Villanueva	Assistant Principal		

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## **Comprehensive School Safety Plan Purpose**

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Lighthouse Charter School Office.

## **Safety Plan Vision**

Maintaining a safe environment is critical to success and is everyone's responsibility. This means school, district and community members work towards ensuring that grounds and buildings are safe. We believe that our students have a right to learn in a safe environment.

The primary purpose of the safety plan is to help school officials protect the lives and well-being of students and staff through emergency preparedness planning to ensure prompt and appropriate response of trained school personnel when a school crisis occurs. Rational and effective thinking on the part of each staff person is key to that goal. The safety plan is intended to help each site maximize safety by reducing panic and facilitating effective action during the CRITICAL FIRST TEN MINUTES of a crisis.

School leaders must recognize that emergencies are fluid events and the emergency procedures outlined may not fit every situation. Administrators and staff must remain flexible and be prepared to promptly adapt their actions as necessary.

The most critical element in any crisis is to *STAY CALM* since students will mirror the attitude/actions of the adults around them. The ability to manage fear and remain calm in the midst of chaos is the most effective tool for minimizing the impact of any crisis.

## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **Lighthouse Charter School Safety Committee**

Roxanna Villaseñor, Superintendent RCS

Kara Schene, LCS Principal

Amelia Villanueva, Assistant Principal

Dushawn White, Counselor

Shirley Gibbons, Lead Behavior Support

AJ Adams, LCS Teacher (Middle School)

Gary Korynta, LCS Teacher (Middle School)

David Soloman, LCS Teacher (Middle School)

Denny George, Parent + Classified

Michelle King, Parent + Classified

Egor Mikhaylovskiy, Parent

### **Assessment of School Safety**

Regular review and assessment of the current safety needs will be conducted regularly. A parent, staff and student survey was conducted this year to gather feedback. This information was also incorporated to seek input from our stakeholders on the safety of our school. We had over 243 students, 23 staff and 64 parent responses to the Safety Survey. This year our Student Leadership sat to discuss the feedback from the student survey, as this information was shared with staff and parents. We have updated our Drill schedule to meet the federal guidelines for Fire Drill, Lock Down Drill and Earthquake drills. In August of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card. As a staff at the beginning of the year completed a self reflection on safety protocols on campus and how we as a staff can maintain the effectiveness of our safety policies. At Back to School Night, our safety protocols were shared with our families. Our Student Council will work to develop action steps in reflection of our student safety reports from the survey.

From here we plan to:

Identify wins that will have an immediate impact: over 86% of our parents feel their children are safe at school, 82% of our students and 99% of our staff responded they feel safe at school.

Develop an action plan on the key issues that we need to improve on from the survey results and walkthrough audits with local first responders

Follow through and communicate functional and team results to the RCS Board, parents and staff

### **Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)**

River Charter Schools are committed to providing a safe environment for students, staff and visitors. Several strategies will be utilized to maintain a high level of school safety. Strategies include, but are not limited to:

- Consultation with local public safety agencies (Yolo & Sacramento County Police Department, Yolo & Sacramento Fire Department)
- Consultation with risk management specialists (Cal OSHA)
- Continuing education and training of school staff (ALICE, CPR, Bullying Prevention & Intervention, Restorative Practices)
- Inspections and evaluations of school facilities (Cal-OSHA Evaluation Process/Protocol)
- Evaluation of safety-related policies and procedures
- Annual review and revision of Comprehensive School Safety Plan (Yearly review of plan(activities) done by school site safety/SSC teams)

Such strategies will ensure that a safe and orderly environment, conducive to learning is maintained. Such strategies will also ensure compliance with existing laws related to school safety. This manual outlines several elements critical to maintaining a safe school environment.

**(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

School district employees are mandated reporters and shall make a report whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to Sacramento and Yolo County Child Welfare Services or Sacramento, West Sacramento, and Yolo Police Department. Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to Yolo County Child Welfare Services a written follow-up report, which includes a completed Suspected Child Abuse Report form (SS 8572). (Penal Code 11166, 11168)

**(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

**Disaster Plan (See Appendix C-F)**

The following BP and ARs give information on our disaster procedures. In addition, each site's crisis team has an Emergency Response binder which contains the comprehensive safety plan as well as our emergency policies and procedures. Each working space that has students or staff has an Emergency Classroom Flip Chart which contains lockdown, shelter in place, and evacuation procedures, emergency contact numbers, basic first aid information, class roster, and site evacuation maps. Drills are done with staff and students at least twice a year to practice the emergency procedures.

**Adaptations for Students with Disabilities**

**Public Agency Use of School Buildings for Emergency Shelters**

The school site is available to governmental agencies such as law enforcement and fire as directed and needed.

**(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

A student may be suspended or expelled for any of the causes listed in state Education Code 48900 through 48915 and Board Policies.

A student may be suspended or expelled for acts related to school activity or attendance that occur at any time, including, but not limited to (1) while the student is on school grounds; (2) while the student is going to or coming from school; (3) during the lunch period, whether on campus or off campus; or (4) during or while a student is going to or coming from a school-sponsored activity.

Suspension must be preceded by an informal conference with the student, unless the principal or designee believes an emergency exists and orders the student to immediately leave the school because the student's presence is a danger to persons or property, or is a threat to the academic program. In such cases the conference will be held as soon as practical, but within two (2) school days.

At the informal conference, the decision to suspend will be explained by the principal or the principal's designee. The conference will include the following steps: (1) The student will be informed of the reason for the disciplinary action and the evidence against them; (2) The student will be provided an opportunity to present their written and/or verbal statement and evidence in their defense. If the student needs assistance with a written statement, they will be assisted. Those statements will be attached to the school file copy of this form.

If not delivered at the time of the suspension, the Notice of Suspension shall be delivered or mailed to the parent/legal guardian within one (1) school day of the beginning of the suspension. State law (Education Code 48911) makes it the student's and parent/legal guardian's duty to respond to a school official's request to attend a conference concerning his/her child's behavior. The conference may be held at the time of suspension or at re-entry.

The parent/legal guardians were given the River Charter Schools Standards of Behavior at the start of the school year. Upon request, a school site can supply the parent/guardian/student with another copy of the document as well as any applicable policies or regulations.

**Appeal of Suspension:** The student/parent(s) may appeal a suspension. Parents shall put their request for appeal in writing, clearly stating the reason for the appeal, which shall be one or both of the following contentions: 1) Procedural due process was not followed or 2) The reason to suspend was not in compliance with District policies and procedures and/or law. Unless there is clear evidence that a procedural or legal violation and/or District procedures were violated, the school administration's decision to suspend will be upheld.

If someone other than the principal has suspended the student, the principal receives the appeal. Upon receipt of the written request, the principal shall delay the implementation of the suspension for one (1) day following the day of the request, if the appeal cannot be considered the day of the request. However, if the principal concludes that the student poses a danger to self or others or is a serious threat of disruption of the educational process, the principal shall not delay for one (1) day the implementation of the suspension. The principal will conduct fact finding in regards to the appeal and render a timely decision. Fact finding will include input from school administration and the person appealing the suspension. The decision of the Principal is final and, thus, ends the appeal process.

If the principal is not available within 24 hours of the request for appeal or if the principal initiated the suspension, the parent should appeal directly to the Executive Director of Student Support or designee. The Executive Director of Student Support or designee will conduct the fact finding in regards to the appeal and render a decision in a timely manner. The decision of the Director or designee is final and, thus, ends the appeal process.

#### **(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

The Principal or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold or possessed a controlled substance or committed specified crimes involving serious acts of violence, the Police Department may provide written notification to the Superintendent or designee. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institution Code 827)

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

**(E) Sexual Harassment Policies (EC 212.6 [b])**

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment or sexual violence of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant or respondent in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or the Director of Human Resources.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3- complaints of sexual harassment can be filed and where to obtain a copy of the procedures.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy and to ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

Any student who engages in sexual harassment at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to appropriate interventions and/or disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. Any student who engages in sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to appropriate interventions and/or disciplinary action, up to and including suspension and/or expulsion.

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in River Charter Schools.

**(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

River Charter Schools Dress Code Policy

Our goals are to promote school safety and enhance the learning environment, while at the same time discourage distractions that inhibit learning. If a student's dress is not in accordance with this policy, any staff member may ask the student to make an appropriate correction.

1. Student dress shall be safe and appropriate, and not disturb the educational environment. (For example: collars or bracelets with spikes and clothing with revealing holes and cutouts are inappropriate for school wear.)
2. Clothing may not glorify, advertise, or reference drugs, alcohol, tobacco, tobacco products, violence, vulgarity, sexual behavior, or obscenities in any way, shape or form.
3. Footwear must be worn at all times. Footwear must be safe, practical, and not limit student participation in school activities.
4. Clothing, backpacks, tattoos, and other adornment may not demonstrate or suggest gang-related symbols, or colors. No bandanas are allowed at school.
5. Undergarments/underwear must be covered at all times.
6. Shirts and blouses must cover the stomach and chest. Shirts and pants/skirts must be touching in both front and back, and shirts must not be see-through or strapless.
7. Clothing must cover buttocks completely whether standing, sitting, walking, or bending.

Generally, students who do not follow the dress code will be referred to the office to correct the issue. Corrective action may include changing into clothes provided by the school or in certain circumstances being sent home to change. All corrective actions will be reported to parents/guardians.

**(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

School Staff will ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To assist school staff in conducting evaluations, the school may utilize consultants to conduct periodic inspections of the school.

Any problems associated with safe ingress and egress will be addressed immediately.

**(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**

**Component:**

Safe Physical Environment

**Element:**

Creating a physical environment that ensures school-wide safety.

**Opportunity for Improvement:**

Update the procedures and address physical environmental needs to ensure a safe school environment.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain a current Comprehensive School Safety Plan to ensure school-wide safety.	Develop and update Safety Plans	Timeline with clear expectations of Principals. Safety Advisory and Student Input.	Principal of School Site Safety Team	Governing Board Review & Approve Safety Plans during the 2024-2025 school year (by March 1).
Provide ALICE Training to all school sites, district departments and central office staff.	ALICE Training Annually	Time during pre-service days Local First Responders	River Charter Schools Leadership	Individual School Site Sign-In Sheets
Ensure student safety by practicing emergency drills with students and staff on a regular basis.	Conduct emergency drills: Fire- Monthly Lock Down- Quarterly Earthquake Drills - Annually	Scheduled Days throughout the school year.	Principal of School Site	2024-2025 Emergency Drill Documentation
Provide Staff Development for Roles/Responsibilities during site emergencies.	Develop Roles and Responsibilities, Tasks Provide Calendar of Training Dates	Time during Staff Meetings	Principal of School Site Site Safety Team	CSSP Plan Incident Command Structure District/Site Emergency Procedures (PA system)
Update and maintain surveillance, bell, PA and Fire Alarm Systems.	Fire Alarm Systems. Test and maintain systems at regular intervals	Scheduled Visits for this evaluation	River Charter Schools Leadership	2024-2025 Quarterly Review
Communicate to families (ie: family safety nights and PS messages immediate after drills)	Schedule Family Safety information events	Booklets (upon request) Post on website	Principal of School Site Site Safety Team	Sign-In Sheets Surveys

**Component:**

Safe School Culture - Students

**Element:**

Creating a school culture that promotes positive school-wide behaviors and safety.

**Opportunity for Improvement:**

Continue to refine the use of tiered interventions in support of all students

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Improve student behavior by implementing our school wide PBIS program which is implemented school wide and monitored by PBIS committee and site Administration</p>	<p>All staff will implement use of Loot, tokens or sticker incentive to assist with monitoring positive behaviors on campus, Loot raffle (Trimester), Principal lunch. Morning announcements for the whole class Loot awards.</p>	<p>Loot, class stickers, student Loot store, class store, student survey of items they would like to earn, student incentives and rewards, SWIS data</p>	<p>PBIS/Discipline Leadership Site Administration</p>	<p>204-25 Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI (MTSS &amp; PBIS), student survey (PBIS and Loot effectiveness)</p>
<p>Continue with student leadership: Student Council. Expand to grade level representatives 5th-8th grades.</p>	<p>Select and train students to become Leaders on campus through Buddy Classes and training on campus while creating and fostering a positive climate (Self Managers, recycling, student council, mentoring etc.)</p>	<p>Weekly check ins, power points, copies and shared PBIS lessons, Character Trait focus. Awards given each month for outstanding character trait nominees.</p>	<p>Student Leadership Chairperson, PBIS/Discipline Leadership, Teachers, Art teacher, Music Teacher(s), Counselor</p>	<p>2024-25 Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI (MTSS &amp; PBIS), Buddy Class Reflection/Exit/PBL Attendance and notes from Student Leadership meetings each month.</p>
<p>Monthly, public celebrations and recognition of Character Trait, attendance and academic achievement at student assemblies</p>	<p>Trimester Awards Assemblies TK-8 Grade with parent participation Parent Square &amp; Social Media messages/newsletters</p>	<p>Certificates Student recognition and incentives Principal lunches Awards given each month for outstanding character trait nominees.</p>	<p>Classroom teachers Trimester Award Committee Administration Counselor</p>	<p>2024-25 Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI (MTSS &amp; PBIS)</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Promote positive attendance and student engagement at school	All staff will work to encourage and support student attendance. Teachers are encouraged to make weekly positive parent phone calls home. Administrator makes calls to celebrate students with their families, provide HERO lunches, Home visits to encourage school attendance and Champion parents/students, WE ARE ALL HERE campaign, Buddy Classes help with attendance campaign with all stakeholders, Clear process for attendance policy and SARB/SART "STELLAR ATTENDANCE" campaign (every two weeks) - Individual Weekly Attendance Awards for classes with "GREAT ATTENDANCE"	Monitor monthly attendance, reach out and make daily phone calls, certificates and attendance incentives, Schedules, Partnership with Hop Skip Drive Announce "STELLAR ATTENDANCE" awards over PA in the morning each week.	Administrator, office staff, Counselor, RCS Cabinet support (SARB/SART), SWEAT Coaches, Sp Ed Program Specialist, Student Leadership	2024-25 Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI (MTSS & PBIS), ADA, Students receiving HERO lunches, CA Dashboard improvements Count of "STELLAR ATTENDANCE" award winners every two weeks.
Create a positive work culture and climate among staff. Bucket Filling	Create ways to celebrate and recognize staff monthly, to be inclusive of classified and certificated staff. Weekly Bulletin shoutouts Sunshine planning staff events Bi-Weekly check-in surveys sent to staff	Monthly Staff shout outs for staff to nominate a staff member to recognize, fostering a positive working environment.	Administration and staff	2024-25 Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI (MTSS & PBIS) Survey results Attendance for school/staff functions
Create a positive work culture and climate among staff and students	Create ways to celebrate school pride weekly, with classified and certificated staff, wearing school t-shirts promoting dual immersion culture, create a system for positive affirmations.	Shout outs to staff in staff meetings and in weekly bulletin. Staff can recognize a fellow colleague, books/study guide and discussion guide.	Administration and staff	2024-25 Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI (MTSS & PBIS), Surveys/Culture audits Groups/discussion

**Component:**

Safe School through MTSS and Staff Training

**Element:**

Creating and maintaining academic and social emotional support systems.

**Opportunity for Improvement:**

Increase opportunities for stakeholder engagement

<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
To improve home and school communication	We Are Here Campaign, attendance letters & calls, ParentSquare communications Home Visits	Supplies for celebrations, newsletters and translations. Inc	Administration Counselor	2024-25 Year End and/or Monthly Evaluation Review TFI Attendance Rates
Shared Vision	Parent Advisory Meetings (PAC), Student Leadership meetings, leadership committees, LCS Events planned and executed and all subcommittees	Weekly Communications on Parent Square which get posted on site, email to families, all calls, emails and update Marquis weekly.	All staff Parent Teacher Club (PTC)	2024-25 Year End and/or Monthly Evaluation Review TFI Participation rate for planning committees Attendance for LCS Events Record of home visits Discipline data
Increase staff morale, shared vision and mission	Create ways to celebrate and recognize staff monthly, to be inclusive of classified and certificated staff. Weekly Bulletin shoutouts (Admin) Staff bucket filling/positive recognition Step-In/Out (peer visits to each other classes - vertical articulation)	Monthly Staff shout outs for staff to nominate a staff member to recognize, fostering a positive working environment.	Administration All staff	2024-25 Year End and/or Monthly Evaluation Review TFI Agendas Staff Survey Step-In/Out reflection/feedback
To improve student relations and decrease disciplinary concerns campus wide.	Work on providing Restorative Practices to work on establishing relationships with students. Provide support and training as needed to staff on Restorative Practices and proactive strategies	Resources (via email, copies or books), SWIS data, Step Step	PBIS/Discipline Leadership, Administrator Counselor	2024-25 Year End and/or Monthly Evaluation Review TFI Training logs Walk-throughs
To improve relationships school wide, working on social emotional learning (students and staff)	Provide support and professional development on social emotional learning and strategies to implement in classrooms.	School counselor Second Step	Administration All staff Counselor	2024-25 Year End and/or Monthly Evaluation Review TFI
To increase and support PBIS and student character traits	Provide support and professional development on de escalation strategies, positive intent, proactive strategies, and active supervision	SELPA training materials, PRIM manuals	Administration PBIS/Discipline Committee Counselor Lead Classified	2024-25 Year End and/or Monthly Evaluation Review TFI

To increase student engagement and attendance.	We Are Here Campaign, attendance letters & calls, ParentSquare communications "STELLAR ATTENDANCE" campaign Home Visits	Monitor monthly attendance, reach out and make daily phone calls, certificates and attendance incentives	Administration All staff	2024-25 Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI Counts for "STELLAR ATTENDANCE" Count for "Weekly Attendance" for classes
To increase student leadership on campus	Meet with teacher advisors and student council. Students will write persuasive essays demonstrating their leadership skills. Increase student representation grades (5th-8th) - nominated by Student Leadership Board.	Weekly check-ins	Student Leadership Administration	2024-25 Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI Student Leadership attendance logs + notes Execution of student events planned by leadership Attendance at RCS Board Meetings
To increase student input on school culture and climate.	Surveys used during the school year to elicit input from our students.	Weekly check ins Surveys	Student Leadership chairperson(s), Administration Lead Classified Counselor	2024-25 Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI Survey results Spirit Day participation Planned and executed student events (by Student Leadership)

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

**Lighthouse Charter School Student Conduct Code**

River Charter School strives to provide a safe and positive school environment which is conducive to learning by setting clear expectations that will be consistently enforced.

Our goals are to:

- Goal 1- Promote belonging for all members of our collaborative school communities
- Goal 2- Transform teaching, learning, and operations in our continuing pursuit of excellence
- Goal 3- Are filled with teams of talented, well trained, adequately supported and caring staff
- Goal 4- Are connected with communities of volunteers, parents and business people to empower students and teachers through partnerships and positive relationships Authentic Connections to the Community
- Goal 5 - Rely upon responsible fiscal planning.

River Charter Schools takes a positive and restorative approach to discipline. Teachers have the primary responsibility for promoting and monitoring appropriate student behavior in the classroom. However, all staff members are responsible for monitoring behavior of students on our campus. By taking a restorative and reflective approach, staff is provided with think sheets, social emotional support and will have a follow up restorative practice training this year.

Before referring a student to the Principal, we believe in conferring with students and contacting parents so that concerted action can be taken to mutually correct the inappropriate behavior pattern of the student.

A referral to the Principal is made when the corrective actions employed by the teachers and support staff fail to effect change in student behavior.

### **Conduct Code Procedures**

Located in School Site Parent/Student Handbook

### **(K) Hate Crime Reporting Procedures and Policies**

No individual student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and/or appropriate online behavior.

Staff shall receive related professional development, including information about early warning signs of bullying, harassing, and intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, prevention and crisis counselor, social worker, child welfare attendance personnel, school nurse, or other support services personnel for case management, counseling, and/or participation in a restorative practice program as appropriate. (Education Code 48900.9)

Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

Corrective actions for a student who commits an act of bullying of any type on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption to the campus, may include counseling, restorative practice, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion, in accordance with district policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.