

Comprehensive School Safety Plan

2026-27 School Year

School: Lighthouse Charter School
CDS Code: 57726940131706
District: Lighthouse 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
Maureen James Pendleton	Principal		
Julian David	Vice Principal		
Anthony Hansen	Middle School Teacher		
William Minh	Elementary Teacher		
Susan Peccianti	Elementary Teacher		
Monique Villanueva	Counselor		
Misty Stallings	Parent		
Denny George	LCS Safety Team + Parent		
Jessica Ulvang	SpEd Teacher		

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

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 essential to student success and is a shared responsibility among the school, district, and community. All stakeholders work together to ensure that school grounds and buildings remain safe. We believe every student has the right to learn in a secure and supportive environment.

The primary purpose of the safety plan is to guide school personnel in protecting the lives and well-being of students and staff through effective emergency preparedness. The plan supports prompt, appropriate responses by trained staff when a crisis occurs. Rational and effective decision-making by each staff member is critical, particularly during the first ten minutes of an emergency, when clear actions can significantly reduce risk, panic, and confusion.

School leaders must recognize that emergencies are fluid and unpredictable. While the procedures outlined in this plan provide guidance, they may not apply to every situation. Administrators and staff are expected to remain flexible and adapt their actions as necessary to meet the demands of each unique incident.

The most critical element in any crisis is to remain calm. Students will mirror the behavior and emotional responses of the adults around them. The ability to manage fear and maintain composure in moments of uncertainty is one of the most effective tools for minimizing the impact of a crisis and ensuring student safety.

Components of the Comprehensive School Safety Plan (EC 32281)

Lighthouse Charter School Safety Committee

Maureen James Pendleton-Principal
Julian David-Vice Principal
Monique Villanueva-Counselor
Jessica Ulvang-SpEd teacher
Anthony Hansen-MS teacher
William Minh-Elem. teacher
Susan Piccianti-Elem teacher
Denny George-Supervision + parent
Misty Stallings-parent

Assessment of School Safety

The school regularly reviews and assesses campus safety needs in alignment with district, state, and federal requirements. Annually parent, staff, and student surveys will be conducted to gather feedback on school safety and inform updates to the Safety Committee and Comprehensive School Safety Plan.

The emergency drill schedule has been updated to meet required guidelines, including Fire Drills, Lockdown Drills, and Earthquake Drills. These drills are conducted throughout the year to ensure staff and students are prepared for emergency situations.

Annually, the school reports on the status and key elements of its Comprehensive School Safety Plan through the School Accountability Report Card (SARC), as required by state law.

At the start of each school year, staff review safety protocols and emergency procedures. Safety expectations are communicated to families at Back-to-School Night. Ongoing feedback from parents, students, and staff, along with site walkthroughs conducted with local first responders, is used to develop action plans and strengthen campus safety. Updates and outcomes are shared with the RCS Board, parents, and staff.

2025 Data:

Suspension Rate: 1.8% of students suspended at least one day (maintained from 2024). Yellow rating on CA Dashboard

Chronic Absenteeism: 26.5% of students chronically absent (maintained from 2024). Red rating on CA Dashboard

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 and secure environment for students, staff, and visitors. Multiple strategies are implemented to maintain a high level of school safety, including consultation with local public safety agencies, risk management specialists, and ongoing staff training.

Safety strategies include collaboration with Yolo and Sacramento County law enforcement and fire departments; consultation with Cal/OSHA; continued staff training in areas such as emergency response, CPR, bullying prevention and intervention, and restorative practices; regular inspections and evaluations of school facilities; and ongoing review of safety-related policies and procedures.

The Comprehensive School Safety Plan is reviewed and updated annually by school site safety committee and advisory board. These

efforts ensure a safe, orderly learning environment and compliance with applicable state and federal school safety laws. The safety plan outlines the key elements necessary to maintain and continuously improve campus safety.

Staff engages in regular Positive Behavioral Interventions and Supports (PBIS) training. Over the course of the year, teachers, staff, and administration teach students behavioral expectations in various areas of campus, provide students opportunities to practice, and reward positive behaviors. Positive behavior is acknowledged through school-wide and classroom-specific systems, and aligned across the school to the identified expectations. Restorative practices are implemented, helping to teach students the impact of their behaviors on themselves and those around them. This has been an area of focus over the 2025-2026 school year.

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

School 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)

Starting July 1, 2026, volunteers who work with students are also mandated reporters, and receive annual training as part of the volunteer onboarding process.

In addition to strict compliance with the reporting policy above, the school shall implement the following procedures to minimize opportunities for abuse, neglect, or sexual offenses.

Procedure: Two-Deep/Visible Supervision: No employee, volunteer, or contractor shall be alone with a single student behind a closed door or in an isolated area without another adult present or visible.

Line-of-Sight Supervision: Staff shall maintain visual contact with students during recess, transitions, restroom breaks, and after-school activities. Highrisk areas (locker rooms, storage rooms, offices) shall be monitored or equipped with windows or open doors.

Private Electronic Communication Prohibited: Staff may not communicate privately with students via personal phone, text, social media, or apps. All school-related electronic communication must use school-approved platforms with at least one other adult copied or able to monitor.

Physical Contact Boundaries: Physical contact shall be limited to what is appropriate and necessary (e.g., high-fives, side hugs, brief comforting). Staff shall avoid lap-sitting, tickling, piggy-back rides, or any contact with private body areas.

Visitor and Volunteer Screening: All visitors and regular volunteers shall sign in, wear identification, and be supervised at all times. Background checks are required for any adult with unsupervised student contact.

Restroom Policy: Adults may not enter student restrooms while occupied unless an emergency exists and another adult is present.
Annual Review of the Physical Environment: The school shall annually identify and mitigate blind spots, inadequate lighting, or isolated areas.

The school strictly follows all applicable fingerprint background check requirements for employees, contractors, and volunteers.

Additional policies and procedures to prevent abuse, neglect, and sexual offenses are included in visitor and volunteer policies and the Family Handbook.

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

Disaster Plan

The school'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 monthly to practice emergency protocols, and include Earthquake Emergency Procedures, Fire Drills, Evacuation Drills, and Lockdown and Shelter-in-Place Drills.

Adaptations for Students with Disabilities

To address the safety and well-being of all students, our school site is committed to providing appropriate adaptations and accommodations for students with special needs during safety drills and disaster response procedures. School staff are well-versed in implementing necessary adjustments to address the unique requirements of students with diverse needs, including those with physical, sensory, or cognitive challenges. School disaster response plans consider the evacuation, transportation and medical needs of students with diverse needs in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with disabilities. These additional safeguards are outlined below. All listed items are in alignment with applicable building and fire codes in place at the time of construction or renovation.

? Staff will review all paths of travel and potential obstacles in order to:

- o Know the school grounds, paths, exits, and potential obstacles; and
- o Determine appropriate primary and secondary paths of exit to be used during emergencies; and

? Compile and distribute evacuation route information to be used during an emergency. Site and organization staff will work together to install and maintain appropriate signage and alarms including:

- o Evacuation/exit signage; and
- o Emergency notification devices such as lighting and audible alarms.

? Identify students and staff with special needs and the type of assistance they will require in an emergency. To assist in this process the school will:

- o Discuss evacuation accommodations with staff; and
- o Implement these accommodations during practice drills; and
- o Modify plans as needed.

? Train staff on general evacuation procedures including procedures for checking that each student with special needs is accounted for during an evacuation

? Drill safety response plans with students and staff throughout the school year in order to solidify practices and identify areas for improvement

Recognizing the importance of individualized care, parents and guardians are encouraged to reach out to the school principal if they wish to discuss their child's specific needs further. The school is dedicated to fostering open communication and collaboration between educators and parents to ensure that every student, regardless of ability, can confidently and safely navigate emergency situations within the school environment.

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 the School's Charter and Family Handbook.

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.

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 River Charter Schools' policies and procedures and/or law. Unless there is clear evidence that a procedural or legal violation and/or River Charter School's policies 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 or designee. The Executive Director 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 Executive Director 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 school environment that is free from sexual harassment. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored activity. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity, is in violation of this policy and shall be subject to disciplinary action. All staff is trained in sexual harassment prevention upon hiring and annually thereafter.

Harassment, Intimidation, Discrimination and Bullying Policy: <https://rivercharterschools.diligent.community/document/1cd09e0e-d5e4-4ee3-b7b2-e6af1fa55a4b/>

Uniform Complaint Procedures: <https://rivercharterschools.diligent.community/home/public/document/7850>

Sexual Harassment/Title IX Policy: <https://rivercharterschools.diligent.community/document/e9148037-3593-42a8-91fa-cbaa23de33a4/>

(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 ensure safe ingress and egress for students, parents, and employees through regular review of entry and exit procedures. All passageways, corridors, and emergency exits are kept clear of obstructions, and potential hazards are promptly identified and addressed.

The school maintains campus visitor policies and implements traffic safety measures, including pedestrian, vehicle, and bicycle procedures, to support safe arrival and dismissal. Where applicable, crossing guard support and safe routes to school initiatives are coordinated. Traffic flow and safety procedures are regularly reviewed and adjusted to maintain a safe campus environment.

Any issues related to safe ingress and egress are addressed immediately.

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

Goal

Goal One

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 Committee Parent/staff/student Feedback	School Site Safety Team	Governing Board Review & Approve Safety Plans
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.	Vice Principal of School Site	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	School Site Safety Team	CSSP Plan Incident Command Structure District/Site Emergency Procedures (PA system)

Objectives	Action Steps	Resources	Lead Person	Evaluation
Update and maintain surveillance, bell, PA, gates and Fire Alarm Systems.	Fire Alarm Systems. Test and maintain systems at regular intervals. Custodian regularly checks gates.	Scheduled Visits for this evaluation. Call for repairs	River Charter Schools Leadership and On site custodian	Quarterly Review/repair and maintenance logs
Communicate to families (ie: family safety nights, Newsletters, and PS messages immediate after drills)	Schedule Family Safety information events, continue to review in newsletters	Post on website	Administration	Sign-In Sheets Surveys

Goal

Goal Two

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
Students, staff, and families are informed on PBIS, SEL, and anti-bullying policies and implementation	School implementation of PBIS and SEL and review the anti-bullying policy with students and staff, provides ongoing training, and maintain active campus supervision	Trainings and consistent Review	Administration, Counselor, PBIS Committee	
Improve student behavior by implementing our school wide PBIS program which is implemented school wide and monitored by PBIS committee and site Administration	All staff will implement use of Loot and Class Loots incentives in addition to their own incentives to assist with monitoring positive behaviors on campus	Loot, class stickers, student Loot store, class store, student survey of items they would like to earn, student incentives and rewards, SWIS data	Administration	Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI (MTSS & PBIS), student survey (PBIS and Loot effectiveness) Low referrals

Objectives	Action Steps	Resources	Lead Person	Evaluation
Creating an awareness of the impact of racial slurs	Set clear consistent schoolwide expectations Teaching students why racial slurs are harmful and unacceptable Addressing incidents promptly and thoughtfully Supporting those who are hurt Continuing to build a culture rooted in respect, empathy, and accountability	Staff, Student, and family trainings Direct instruction on racial slurs, why they are harmful, how they can make people feel unsafe or excluded. PBIS, SEL, Partnership with families/community	Administration, Staff, Counselor, Students, Families	Survey Less disciplinary actions More of a positive, safe, belonging environment
Monthly, celebrations and recognition of Character Traits	Monthly recognition teachers hand out	Certificates Student recognition and incentives Awards given each month for outstanding character trait nominees.	Classroom teachers, Administrators, Student Council	Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI (MTSS & PBIS)
Promote positive attendance, decrease in tardiness 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. Home visits to encourage school attendance and Champion parents/students, Clear process for attendance policy Stellar Attendance awards monthly Weekly Attendance Awards for classes with great attendance Monthly incentives for the overall highest class Teacher incentives Randomly choose a day to treat student who are on time	Monitor monthly attendance, reach out and make daily phone calls, certificates and attendance incentives, hot chocolate, other pops...	Administrators, office staff, teachers, counselor	Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI (MTSS & PBIS), ADA, CA Dashboard improvements Count of "STELLAR ATTENDANCE" award winners Decrease in tardiness

Objectives	Action Steps	Resources	Lead Person	Evaluation
Create a positive work culture and climate among staff.	Create ways to celebrate and recognize staff monthly, to be inclusive of classified and certificated staff. Weekly newsletter shoutouts Sunshine planning staff events Survey staff	Shoutouts, team building, collaboration, consistent feedback from staff and students	Administration and staff	Survey/Feedback 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 and in weekly newsletter. Culture diversity celebrations in staff and family newsletters	Administration and staff	Surveys/Culture audits Groups/discussion
Daily points for classes during lunch	Create a year long "race" for classes to move forward on the board. Supervision will give points daily. There will be incentives to reach along the way	Point system, incentive milestones, big prize for end of the year class winner	Campus Supervision and Vice Principal	Movement on the board Staff/student feedback
Implementation of Social Emotional Learning (SEL)	Our Counselor and staff will deliver SEL lessons throughout the year. This will also be tied to our Character Awards	SEL program/Character Awards, trainings	Staff	Loot, awards, surveys, low referrals
Create student leadership: Student Council.	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.)	Weekly check ins, power points, copies and shared PBIS lessons, Character Trait focus. Awards given each month for outstanding character trait nominees.	Student Leadership Chairperson, PBIS team, Teachers, Art teacher, Music Teacher(s), Counselor, Administration	Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI (MTSS & PBIS), Buddy Class Reflection/Exit/PBL Attendance and notes from Student Leadership meetings each month.

Goal

Goal Three

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
To improve home and school communication	Attendance letters & calls, ParentSquare communications Home Visits	Supplies for celebrations, newsletters digitally/hard copy and translations. Inc	Administration, office staff and counselor	Attendance Rates Surveys Record of home visits
Shared Vision/Mission	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 Marquee weekly.	All staff	Participation rate for planning committees Attendance for LCS Events
Build staff morale	Create ways to celebrate and recognize staff Team building Staff incentives To be inclusive of classified and certificated staff. Weekly Bulletin shoutouts (Admin) Staff snack at meetings promoting socializing	Newsletter Staff events Team building activities	Administration All staff	Survey High staff attendance and low turn over
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 and trainings	PBIS team, Administrator Counselor	Training logs Walk-throughs low referral rate
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, SEL lessons	Administration All staff Counselor	Evaluation of lessons Low referral rate

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, Character trait resources, buddies	Administration PBIS team Counselor	How many award given survey low referral rate
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. Home visits to encourage school attendance and Champion parents/students, Clear process for attendance policy Stellar Attendance awards monthly Weekly Attendance Awards for classes with great attendance Monthly incentives for the overall highest class Teacher incentives	Monitor monthly attendance, reach out and make daily phone calls, certificates and attendance incentives	Administration All staff	Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI (MTSS & PBIS), ADA, CA Dashboard improvements Count of "STELLAR ATTENDANCE" award winner
To increase student input on school culture and climate.	Surveys used during the school year to elicit input from our students.	Check ins Surveys	Student Leadership chairperson(s), Administration Lead Classified Counselor	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.