

LAKESIDE UNION SCHOOL DISTRICT

Office of the Superintendent
12335 Woodside Avenue
Lakeside, California 92040
(619) 390-2600

Audience:
Meeting ID: 947 9256 2765
Meeting Password: 947175
Public Comment Form

February 11, 2021
Closed Session: 4:30 p.m.
Open Session: 6:00 p.m.

NOTICE OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES

Members of the public who require disability modification or accommodation in order to participate in the meeting should contact the Superintendent's Office at (619) 390-2606 or in writing, at least twenty-four (24) hours before the meeting. (Government Code section 54954.2).

Please take notice that the Governor of California issued Executive Order N-29-20 on March 17, 2020. This Order provides, in part, as follows: "All requirements in...the Brown Act expressly or impliedly requiring the physical presence of members, the clerk or other personnel of the body, or of the public as a condition of participation in or quorum for a public meeting are hereby waived."

Members of the public may attend the Board meeting, observe the meeting, and/or participate in public comment telephonically by logging onto Zoom with the meeting ID and password listed at the top OR you may participate in person with safety precautions. Members of the public who wish to participate in public comment are encouraged to fill out the form **1 hour in advance** of the meeting derosier@lsusd.net using the **Public Comment Form**.

A. CALL TO ORDER AND ROLL CALL

B. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD ON ANY ITEM DESCRIBED IN THIS NOTICE (GOVERNMENT CODE SECTION 54954.3) **Public Comment Form**

Opportunity for Members of the Public to address the Board on or off any topic or item on the agenda. In the interest of time and order, presentations from the public are limited to four (4) minutes per person. An individual speaker's allotted time may not be increased by a donation of time from members of the public in attendance. If you wish to speak under Public Comment or Public Hearings, follow the directions for speaking to agenda items as listed above.

C. CLOSED SESSION

1. Conference with Labor Negotiator, Erin Garcia, regarding the California School Employees Association and its Lakeside Chapter No. 240, pursuant to Government Code §54957.6;
2. Conference with Labor Negotiator, Erin Garcia, regarding the Lakeside Teachers Association, pursuant to Government Code §54957.6; and
3. Conference with Legal Counsel – Anticipated Litigation –Pursuant to Paragraph (2) of subdivision (d) of Government Code §54956.9.

D. OPENING PROCEDURES – 6:00PM

1. Reconvene
2. Welcome Visitors
3. Closed Session Report
4. The Pledge of Allegiance will be led by students from Lemon Crest. Following the pledge, Principal Keith Keiper will share highlights from the school.

Please Note: Board Agendas, Back-up Documentation, and Attachments are Available at the Lakeside Union School District Office (12335 Woodside Avenue, Lakeside, CA) in the Lobby or Upon Request or Can be Viewed at www.lsusd.net.

E. TRUSTEE REPORTS AND COMMENTS

Trustees will report and comment as desired.

F. RECOGNITIONS

The Board will recognize our new EAK teachers: **Andrea Preciado** (LP) and **Ashleigh Wyatt** (LC).

G. SUPERINTENDENT'S REPORT

Dr. Andy Johnsen will present overall district updates.

H. DISCUSSION/ACTION ITEM

1. The Board will discuss the COVID Response and School Reopening Guiding Principles.
2. **Approval** is requested of the COVID Response and School Reopening Guiding Principles.

I. PRESENTATIONS/ACTION ITEM

1. **Dr. Kim Reed**, Assistant Superintendent, will present timelines and activities associated with the Local Control Accountability Plan (LCAP) for 2021-2024.
2. **Erin Garcia** will present information on the bid process for the Tierra del Sol Middle School gymnasium project.
3. **Approval** is requested to award Bid No. 2021-04 for the new gymnasium at Tierra del Sol Middle School and authorize staff to enter into contract with low bidders.

J. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD ON ANY ITEM DESCRIBED IN THIS NOTICE (GOVERNMENT CODE SECTION 54954.3) **Public Comment Form**

Opportunity for Members of the Public to address the Board on any item on the agenda. In the interest of time and order, presentations from the public are limited to four (4) minutes per person. An individual speaker's allotted time may not be increased by a donation of time from members of the public in attendance. If you wish to speak under Public Comment or Public Hearings, follow the directions for speaking to agenda items as listed above.

K. PUBLIC HEARINGS/ACTION ITEMS

1. **PUBLIC HEARING** - Pursuant to Government Code §3547(a), regarding the initial bargaining proposal from the Lakeside Teachers Association to the Lakeside Union School District for the 2020-21 school year, so negotiations may commence.
INFORMATION ONLY – To hear comments from the public to receive input regarding an initial bargaining proposal from the Lakeside Teachers Association to the Lakeside Union School District for the 2020-21 school year.
2. **PUBLIC HEARING** - Pursuant to Government Code §3547(a), regarding the initial bargaining proposal from the Lakeside Union School District to the Lakeside Teachers Association for the 2020-21 school year, so negotiations may commence.

K. PUBLIC HEARINGS/ACTION ITEMS (CONTINUED)

3. **Approval** is requested of the initial proposal from the Lakeside Union School District to the Lakeside Teachers Association for the 2020-21 school year, so negotiations may commence.

L. ITEMS OF BUSINESS

- 1.1 Designate consent agenda items.

Note: Consent agenda items are generally routine items of business. The Board will designate those items to be approved as a whole, unless a member of the public requests consideration of an item on an individual basis. The Board will review and act on the remaining items of business.

- 1.2 Discussion/adoption of consent agenda items.

SUPERINTENDENT

- 2.1 **Adoption** is requested of the minutes of the special board meeting of January 14, 2021; and the regular board meeting of January 14, 2021.
- 2.2 **Adoption** is requested of Resolution No. 2021-15, designating the week of February 23-26, 2021 as "Love of Reading Week" in the Lakeside Union School District and urging members of the community to participate by reading their favorite stories to district students.

HUMAN RESOURCES

- 3.1 **Approval/ratification** is requested of Personnel Assignment Order 2021-11.

BUSINESS SERVICES

- 4.1 **Approval** is requested of the following monthly business reports: A) Commercial Warrants; B) Revolving Cash; C) Purchase Orders and Change Orders; and D) Purchase Card Expenditures.
- 4.2 **Approval** is requested of a Memorandum of Understanding with the California School Employees Association and its Chapter 240 regarding the amendment to the Classified Salary Schedule due to the increase in the California minimum wage.
- 4.3 **Approval** is requested of a Disclosure of the Collective Bargaining Agreement related to the Classified Salary Schedule range increases due to the minimum wage increase effective January 1, 2021 at a cost of \$3,634.
- 4.4 **Approval** is requested of a Memorandum of Understanding with the California School Employees Association and its Chapter 240 regarding the Classified Employee Summer Assistance Program (CESAP) at a cost of \$16,037.
- 4.5 **Approval** is requested of a Disclosure of the Collective Bargaining Agreement related to the California School Employees Association Summer Assistance Program (CESAP) for the 2021-22 school year at a cost of \$16,037.

L. BUSINESS SERVICES (CONTINUED)

- 4.6 **Approval** is requested of a Tentative Agreement with the California School Employees Association and its Chapter 240, amendment to the limited reopener, leaves. Due to the Families First Coronavirus Response Act expiring on 12/31/20, the District shall provide leave to an employee for COVID-19 related reasons and only as listed in the agreement through 6/30/21.
- 4.7 **Approval** is requested of a Tentative Agreement with the Lakeside Teachers Association, amendment to the limited reopener, leaves. Due to the Families First Coronavirus Response Act expiring on December 31, 2020, the District shall provide leave to an employee for COVID-19 related reasons and only as listed in the agreement through June 30, 2021.
- 4.8 **Adoption** is requested of Resolution No. 2021-16, to provide additional paid leave to certificated and classified executive management, management, and confidential employees for COVID-19 when directed by the District to quarantine due to close contact and for COVID-19 related reasons in an amount equal to the amount of FFCRA leave not exhausted by December 31, 2020.
- 4.9 **Approval/Ratification** is requested of the following annual contracts for the 2020-21 school year: A) Speech Tree Therapy Center, Inc.(Special Ed); B) Sports for Learning (Ed Services); and C) WestEd (Ed Services) (*Goals #1 and 2*)
- 4.10 **Approval/Ratification** is requested of the following donations to the District: A) \$1,000 from an anonymous donor to clear overdue lunch accounts; and B) \$2,578.42 from DonorsChoose from October 2020 through January 2021.

ED SERVICES

- 5.1 **Approval** is requested of the annual School Plans for Student Achievement from each school site. The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the schools through any sources identified will be used to improve the academic performance of all pupils. (*Goal #1*)

PUPIL SERVICES

- 6.1 **Approval** is requested of the Comprehensive School Safety Plans (CSSP) from each school site. Per Board Policy, CSSP's must be Board approved by March of each year.

M. DISCUSSION

1. **First Reading** is requested of Board Policy 3280: Sale or Lease of District-Owned Real Estate.
2. **First Reading** is requested of Board Policy and Administrative Regulation 3530: Risk Management/Insurance.
3. **First Reading** is requested of Board Policy 3555: Nutrition Program Compliance.
4. **First Reading** is requested of Board Policy 4218: Dismissal/Suspension/Disciplinary Action.
5. **First Reading** is requested of Board Policy 5141.22: Infectious Diseases.

N. INFORMATIONAL ITEMS

1. Enrollment Report for Month 5, ending January 15, 2021.
2. The Quarterly Investment Reports, San Diego County Treasury Investment Pool as of quarter ended on December 31, 2020.

O. REPORTS TO THE BOARD

1. Union Representatives:
 - A. **Cathy Sprecco**, will present comments as the Lakeside Teachers Association President.
 - B. **David Myers**, will present comments as the California School Employees Association President.
2. District Superintendents:
 - A. **Erin Garcia** will present business and operations updates.
 - B. **Dr. Kim Reed** will present educational services updates.
 - C. **Dr. Andy Johnsen** will present closing comments.

P. ADJOURNMENT

Respectfully Submitted,

Andrew S. Johnsen, Ed.D.
Superintendent

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 2/11/21

Agenda Item:

COVID Response and School Reopening Guiding Principles

Background (Describe purpose/rationale of the agenda item):

The LUSD Board of Trustees desires to clarify its guiding principles as we continue to respond to the COVID-19 situation and work towards full re-opening of our schools.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

☐ Informational

☐ Denial

☐ Discussion

☐ Ratification

☒ Approval

☐ Explanation: [Click here to enter text.](#)

☐ Adoption

Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa DeRosier, Executive Assistant



Dr. Andy Johnson, Superintendent

LAKE SIDE UNION SCHOOL DISTRICT

Igniting Passion in Today's Students for Tomorrow's Opportunities



COVID Response and School Reopening Guiding Principles

Background

The COVID-19 pandemic and resulting school closures in March, 2020 have caused the most significant disruption to public schools in our lifetimes. In the ensuing months, legislation from California's lawmakers, orders from Governor Newsom's office, technical guidance from the California Department of Public Health and local health orders from San Diego Public Health Services gave direction to local school districts on school reopening. The Lakeside Union School District, along with districts across the state, has developed and refined our reopening plans in accordance with these guidelines, and on September 21, 2020 reopened for in-person instruction for all students desired to return to campus.

Guiding Principles

Recognizing that reopening guidance has changed multiple times, often without warning and with significant implications for school district's reopening plans, the Lakeside Union School District Board of Trustees is committed to the following guiding principles as we continue to work together towards a full reopening of our schools:

1. Safety for Staff and Students

LUSD will follow all applicable health orders and guidelines to ensure the safety of staff and students while on campus for in-person instruction. This includes providing required PPE, adopting recommended procedures for sanitation, and following CalOSHA and other required procedures for workplace safety measures, the handling of positive COVID cases and contact tracing. We will actively pursue means for regular COVID testing and providing vaccinations for staff and/or students as they become available. Additionally, we will pursue measures to support the wellbeing of staff through this challenging time.

LUSD administration will make decisions to pivot in-person classes and/or schools to distance learning in accordance with SD Public Health guidelines and in consultation with SDPH staff as necessary, on a case by case basis.

2. Transparency and Collaboration with Staff and Families

In developing particular procedures in alignment with CDPH and SD Public Health guidance, LUSD will collaborate with staff and bargaining units to develop safety protocols for classrooms and school campuses. All plans will be posted on school websites, as required by SD Public Health, and school principals will communicate to parents the location of safe reopening plans. The district will maintain a COVID-19 dashboard on its website for updated information on active case rates of students and staff. We will actively solicit input from families on learning models and supports in areas where the district has discretion.

3. Choice of Instructional Program/Setting

As permitted by local and state guidelines, LUSD will provide to students the option of in-person instruction, distance learning, and our Home Flex program. Enrollment in these instructional programs will be accommodated to the greatest extent possible.

4. Meeting Student Needs

LUSD staff will monitor the academic, social-emotional, and nutritional needs of students, including students with special needs, English Learners and Socio-economically Disadvantaged students, and will implement measures to meet those needs to the greatest extent possible.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: February 11, 2021

Agenda Item:

Award Bid No. 2021-04 for the new gymnasium at Tierra del Sol Middle School and authorize staff to enter into contract with low bidders.

Background (Describe purpose/rationale of the agenda item):

A notice to invite bidders under a "Construction Management Multi Prime" contract method of construction was advertised on November 23rd and on November 30th in the Californian and posted on the district website. On January 21, 2021, District Facility Consultant EH&A, Balfour Beatty Construction, and District Staff opened bids by Zoom "video conferencing" for the new construction of the gymnasium at Tierra del Sol Middle School. Construction is scheduled to begin in March 2021 and be completed by February 2022.

Bids were received for the various trades from qualified bidders. The bid results including allowances for unforeseen conditions are as follows:

BID PACKAGE NO. 1 – SITE WORK

| Bidder – Site Work | Bid Amount |
|---------------------------|-------------------|
| Johnson Tractor Inc. | \$545,460.00 |
| Whillock Construction | \$659,611.00 |
| Western Rim | \$686,340.00 |
| Team 'C' Construction | \$679,350.00 |

BID PACKAGE NO. 2 - PLUMBING

| Bidder – Plumbing | Bid Amount |
|--------------------------|-------------------|
| Interpipe Contracting | \$289,000.00 |
| Advance Plumbing | \$292,700.00 |
| Vet Builders | \$301,000.00 |
| ACCOES | \$359,900.00 |

BID PACKAGE NO. 3 - ELECTRICAL

| Bidder – Electrical | Bid Amount |
|----------------------------|-------------------|
| ACE Electric | \$178,698.00 |
| Precision Electric Company | \$222,000.00 |
| Southland Electric | \$227,000.00 |
| Fuller Electric | \$230,659.00 |

BID PACKAGE NO. 4 - FINISHES

| Bidder – Finishes | Bid Amount |
|--------------------------|-------------------|
| SWCS, Inc. | \$298,150.00 |
| Brady SoCal | \$330,343.00 |

BID PACKAGE NO. 5 – BUILDING INSTALLATION

| Bidder – Building Installation | Bid Amount |
|---------------------------------------|-------------------|
| ESR | \$2,691,976.00 |

It is recommended that the Governing Board award the bid to the lowest bidder meeting all specifications and authorize designated staff to enter into contracts in the total of \$4,003,284.00 which includes \$133,310.00 in allowances to offset unforeseen costs shown below for the new gymnasium project at Tierra del Sol Middle School and issue a Notice of Completion when completed.

| CONTRACTOR | LOW BID |
|------------------------|-----------------------|
| Johnston Tractor, Inc. | \$545,460.00 |
| Interripe Contracting | \$289,000.00 |
| ACE Electric | \$178,698.00 |
| SWCS, Inc. | \$298,150.00 |
| ESR | \$2,691,976.00 |
| TOTAL BIDS | \$4,003,284.00 |

Fiscal Impact (Cost):

\$4,003,284.00

Funding Source:

Bond Fund - Measure L-Series B

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☒ **#3:** Physical Environments

Recommended Action:

☐ **Informational** ☐ **Denial/Rejection**
☐ **Discussion** ☐ **Ratification**
☒ **Approval** ☐ **Explanation:** Click here to enter text.
☐ **Adoption**

Originating Department/School: Business Services**Submitted/Recommended By:****Approved for Submission to the Governing Board:**



Erin Garcia, Assistant Superintendent



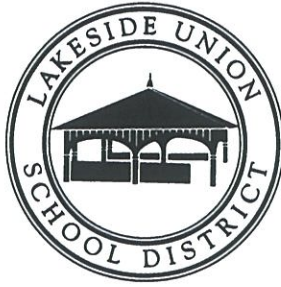
Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member



Administration:

ANDREW S. JOHNSEN, Ed.D.
Superintendent
KIM REED, Ed.D.
Assistant Superintendent
ERIN GARCIA
Assistant Superintendent



Board of Trustees:

HOLLY FERRANTE
ANDREW HAYES
LARA HOEFER MOIR
BONNIE LACHAPPA
RHONDA TAYLOR, Ed.D.

NOTICE OF PUBLIC HEARING

At the regular board meeting of February 11, 2021, the Board of Trustees will conduct a public hearing pursuant to Government Code §3547(a), to receive input regarding the Initial Bargaining Proposal from the Lakeside Teachers Association to the District for the 2020-21 school year, so that negotiations may commence.

The public hearing will be held on Thursday, February 11, 2021 at 6:00PM via Zoom.

February 2, 2021

Andrew S. Johnsen, Ed.D.
Secretary to the Board

Lakeside Teachers Association (CTA/NEA)
Initial Bargaining Proposal to Lakeside Union School District
for the 2020 – 2021 year

February 1, 2021

The Lakeside Teachers Association hereby submits the following initial proposal for a collective bargaining agreement with the Lakeside Union School District. All agreements reached on individual items shall be tentative and subject to a final agreement on the contract. Absent a final agreement modifying the contract, the existing contract language shall remain in full effect.

The Lakeside Teachers Association reserves the right to create, add to, delete from, amend, and modify its proposals and/or open articles of the contract during the negotiations process. Proposals for each article are in conceptual format and include but are not limited to the bulleted information.

The Lakeside Teachers Association shall open the following existing articles:

Article 15: Compensation and Benefits (and all relevant appendices including the Salary Schedule)

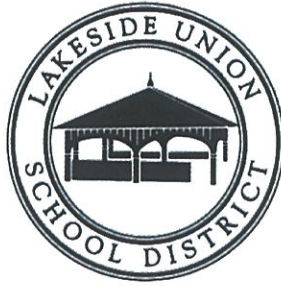
- Increase salary schedule to attract and retain the highest quality educators.
- Improvements in current benefits for employees and dependents to attract and retain the highest quality educators.

Article 13: Reduced Workload/Shared Contract

- Provide an exception, for the LTA President's release, to the limit of two shared contracts per site.

Administration:

ANDREW S. JOHNSEN, Ed.D.
Superintendent
KIM REED, Ed.D.
Assistant Superintendent
ERIN GARCIA
Assistant Superintendent



Board of Trustees:

HOLLY FERRANTE
ANDREW HAYES
LARA HOEFER MOIR
BONNIE LACHAPPA
RHONDA TAYLOR, Ed.D.

PUBLIC NOTICE FOR THE DISTRICT'S INITIAL PROPOSAL TO LTA

At the regular board meeting of February 11, 2021, the Board of Trustees will conduct a public hearing, pursuant to Government Code §3547(a), to receive input regarding the District's Initial Proposal to the Lakeside Teachers Association so that negotiations may commence for the 2020-2021 school year.

The public hearing will be held on Thursday, February 11, 2021 at 6:00PM telephonically via Zoom.

February 4, 2021

Andrew S. Johnsen, Ed.D.
Secretary to the Board

**Initial Proposal
of the
Lakeside Union School District
to the
Lakeside Teachers Association**

For the 2020-2021 School Year

February 2021

For limited reopener negotiations for the 2020-2021 school year pursuant to paragraph 23.2, of Article 23, TERM, of the 2019-2022 Agreement Between the Lakeside Union School District and the Lakeside Teachers Association (“LTA”) (“Agreement”).

The District proposes to reopen Article 12: CLASS SIZE as set forth below.

Article 12: CLASS SIZE

Revise Article 12 to ensure continuity of students’ educational program during instructional delivery changes due to COVID-19 pandemic and government response.

12.1 PUPIL-TEACHER RATIOS: The following school site pupil-teacher ratios shall be the guidelines for establishing class sizes through the Lakeside Union School District.

| | |
|----------------------------|--------|
| TK-3 | 24:1 |
| 4-5 | 28.5:1 |
| 6-8 | 27.5:1 |
| Homeflex/Independent Study | 30:1 |

Special Education: The District will comply with state requirements governing class size and caseloads in special education. If special day classes average more than 13 students, or if any one class exceeds more than 14 students, for more than ten days, the Special Education Director, teacher and administrator will meet to find a resolution and,

if the issue remains unsolved, a class-size committee shall be convened to make recommendations.

[No other changes to Article 12: CLASS SIZE.]

The District proposes no changes to existing Article 15: COMPENSATION AND BENEFITS, which reopens automatically each year of the Agreement:

ARTICLE 15: COMPENSATION AND BENEFITS

Based on the State Budget, the District will maintain the salary schedule at Appendix I of the Agreement and existing District-funded benefits. [Delete remaining provisions in 15.1.]

[No other changes to Article 15: COMPENSATION AND BENEFITS.]

The District proposes to extend the term of the Agreement by one year by entering into a new three-year agreement for 2020-2021 through 2022-2023 and amend Article 23: TERM as set forth below:

Article 23: TERM

- 23.1 This Agreement shall remain in full force and effect from the date of final ratification by both parties through and until June 30, 2023.
- 23.2. The District and the Association agree that there shall be re-opener negotiations on Compensation and Benefits and two (2) additional or new Articles of each party's choice during negotiations for the 2021-2022 and 2022-2023 school years; however, the parties may reopen additional existing or new Articles by mutual agreement. Reopener negotiations will commence on or after April 14 during the 2021-2022 and 2022-2023 school years unless the parties mutually agree to commence negotiations before April 14.

[No other changes to Article 23: TERM.]

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 2/11/21

Agenda Item:

Approval of Minutes

Background (Describe purpose/rationale of the agenda item):

It is recommended that the Board of Trustees approve the attached minutes with any necessary modifications:

Regular Board Meeting of January 14, 2021

Special Board Meeting of January 14, 2021

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

☐ Informational

☐ Denial

☐ Discussion

☐ Ratification

☐ Approval

☐ Explanation: [Click here to enter text.](#)

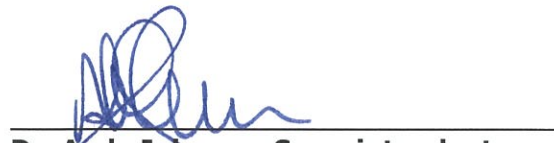
☒ Adoption

Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Lisa DeRosier, Executive Assistant


Dr. Andy Johnsen, Superintendent

Administration:

ANDREW S. JOHNSEN, Ed.D.
Superintendent
KIM REED, Ed.D.
Assistant Superintendent
ERIN GARCIA
Assistant Superintendent



Board of Trustees:

HOLLY FERRANTE
ANDREW HAYES
LARA HOEFER MOIR
BONNIE LACHAPPA
RHONDA TAYLOR, Ed.D.

Minutes of the Special Meeting of the Board of Trustees

January 14, 2021

District Administration Center/Zoom

- | | |
|--|---------------|
| A. The special meeting of the Lakeside Union School District Board of Trustees was called to order at 12:00 p.m. by Holly Ferrante, President, with the following members present: Andrew Hayes, Vice President; Dr. Rhonda Taylor, Member; and Lara Hoefer Moir, Member. Also in attendance were Dr. Andrew Johnsen, Superintendent and Jim Huge. Clerk Bonnie LaChappa was absent. | Call to Order |
| B. There were no requests to speak to the Board. | Comments |
| C. The Governing Board met to discuss board development and onboarding of the new board member; the review of board protocols; and review policies and procedures with facilitator Jim Huge. | Discussion |
| D. President Ferrante asked if there was any further business to come before the board. There being none, the president declared the special board meeting adjourned at 4:00 p.m. | Adjournment |

Andrew S. Johnsen, Ed.D.
Secretary to the Board

Bonnie LaChappa
Clerk of the Board

Administration:

ANDREW S. JOHNSEN, Ed.D.
Superintendent
KIM REED, Ed.D.
Assistant Superintendent
ERIN GARCIA
Assistant Superintendent



Board of Trustees:

HOLLY FERRANTE
ANDREW HAYES
LARA HOEFER MOIR
BONNIE LACHAPPA
RHONDA TAYLOR, Ed.D.

Minutes of the Regular Meeting of the Board of Trustees

January 14, 2021

District Administration Center/Zoom

- | | |
|---|--------------------------------|
| A. The regular meeting of the Lakeside Union School District Board of Trustees was called to order on Zoom at 5:00 p.m. by Holly Ferrante, President, with the following members present: Andrew Hayes, Vice President; Dr. Rhonda Taylor, and Lara Hoefer Moir, Member. Also in attendance were Dr. Andrew Johnsen, Superintendent; Dr. Kim Reed, Assistant Superintendent; and Erin Garcia, Assistant Superintendent. Lisa DeRosier was present to record the minutes. | Call to Order |
| B. There was 1 request to speak to the Board: Debbie Larkin. | Public Comment |
| C. At 5:02 p.m. the Governing Board moved to closed session to discuss the following: 1) Conference with Labor Negotiator, Erin Garcia, regarding the California School Employees' Association, Chapter 240, pursuant to Government Code §54957.6; 2) Conference with Labor Negotiator, Erin Garcia, regarding the Lakeside Teachers Association, pursuant to Government Code §54957.6; and 3) Public Employee Mid-Year Performance Evaluation, pursuant to Government Code §54957. | Closed Session |
| D. At 6:03 p.m. the Board reconvened to open session. President Ferrante welcomed guests. She reported on closed session as follows: | Welcome |
| A. No action was taken on Conference with Labor Negotiator, Erin Garcia, regarding the California School Employees' Association, Chapter 240, pursuant to Government Code §54957.6. | Closed Session Report |
| B. No action was taken on Conference with Labor Negotiator, Erin Garcia, regarding the Lakeside Teachers Association, pursuant to Government Code §54957.6. | |
| C. No action was taken on Public Employee Mid-Year Performance Evaluation, Superintendent, pursuant to Government Code §54957. | |
| The pledge of allegiance was led by students from Tierra del Sol Middle School via Zoom. Following the pledge, Principal Dr. Leslie Hardiman shared a video highlighting the student profile, wonderful staff, students, and programs at the school. | Flag Salute |
| E. Member Hoefer Moir participated in the holiday meal distribution and was so impressed with how everyone came together. It was heartwarming. She also participated in some PD day sessions. She has sat in on her son's distance learning classes these past 2 weeks and thanked the teachers for all the hard work. | Trustee's Reports and Comments |
| Member Taylor wished everyone a happy new year and hoped you were able to have some time with loved ones over the break. | |

E. TRUSTEE'S REPORTS AND COMMENTS (CONTINUED)

Vice President Hayes wished everyone a happy new year. He also participated in the meal distribution in December and had a friendly completion with Clerk LaChappa handing out food bags. It was great to see the staff come together. He thanked his colleagues for their robust discussion at the board retreat. He attended the San Diego School Boards Association meeting this week where they got to hear about the vaccine plan for educators so we can reopen our schools as soon as possible. The PD day was great.

Trustee's Reports
and Comments
(Cont'd)

President Ferrante also wished everyone a happy new year and hoped the staff was able to get some good family time. The PD day was great. She attended some sessions and a couple staff meetings.

- F. 1. Dena Estrada, PTA Council President, presented an update on PTA activities. She has served on PTA for the past 5 years. She gave a summary of the mission of the PTA. She also shared the many events that the sites have held this year including: trunk or treat; zoom pumpkin carving contest; baking contests; craft nights (prepackaged); etc. She thanked staff for keeping schools as safe as possible.

PTA Council
President

2. Dr. Natalie Winspear, Executive Director of Pupil Services, presented an update on social-emotional and engagement supports for students. She shared the student engagement flowchart (aka MIA flowchart); mental health specialists; other mental health services; suicide prevention efforts; etc. She updated the board on the new SDC schedule for students. Classes will open 4 days a week as staffing permits. President Ferrante complimented Dr. Winspear and her amazing staff.

Dr. Natalie
Winspear

- G. Superintendent Dr. Andy Johnsen acknowledged the Ed Services team for the planning of the PD day for teachers, and the HR team for planning the classified side. Thank you to teachers and staff for the pivot to distance learning the past 2 weeks.

Dr. Johnsen
District Update

Dr. Natalie Winspear shared our current COVID cases, close contacts and symptoms tracker. It has been harder to track as parents haven't had to call their students out of school. She shared the data from board meeting to board meeting. We have been tracking cases. Positive cases trigger a lot of close contacts, monitoring, communication and reaching out to families. We have not been doing contact tracing due to the holidays but will resume next week.

COVID-19
Update

Dr. Johnsen discussed Governor Newsom's Safe Schools for All proposal. It is geared towards the school districts up and down the state that have not opened yet. There is funding attached to it. There are significant conversations happening around this proposal by Superintendents. The County is releasing vaccines by phases. Phase 1A in San Diego county is for health care workers, nursing homes, etc. The rest of the educators are in Phase 1B. This may be offered in February or March. It's time to revisit our LCAP. It's a 3-year plan which is difficult right now. We use a number of different facets to inform our LCAP, including data analysis and input from staff and parents. We are going to use a thought exchange survey for staff and community input.

Dr. Johnsen
District Update

- H. There was 1 request to speak to the Board: Derek Claar regarding types of COVID-19 testing being done.

Public Comments

- I. It was moved by Member Taylor and seconded by Vice President Hayes to designate all Items of Business to the consent agenda. The motion carried unanimously to designate Items of Business 2.1, 3.1, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, and 5.1 to the consent agenda.

Consent Agenda

I. ITEMS OF BUSINESS (CONTINUED)

1.1 It was moved by Vice President Hayes and seconded by Member Taylor to adopt the following items of business:

Items of
Business

1.2 There was no discussion on items.

Discussion

SUPERINTENDENT

2.1 A motion to adopt the minutes of the special board meetings of December 10, 2020 and December 17, 2020; and the organizational board meeting of December 17, 2020.

Adopt Minutes

HUMAN RESOURCES

3.1 A motion to approve/ratify Personnel Assignment Order 2021-10.

Ratify PAO

BUSINESS SERVICES

4.1 A motion to approve the following monthly financial reports: A) Commercial Warrants; B) Revolving Cash; C) Purchase Orders and Change Orders; and D) Purchase Card Expenditures.

Approve
Monthly
Financial Reports

4.2 A motion to adopt Resolution No. 2021-11 designating Erin Garcia as the JPA representative, and Shannon Johnston as the alternate representative.

Adopt Resolution
No. 2021-11

4.3 A motion to adopt Resolution No. 2021-12, designating Erin Garcia as the FBC (Fringe Benefits Consortium) representative, and Shannon Johnston as the alternate representative.

Adopt Resolution
No. 2021-12

4.4 A motion to adopt Resolution No. 2021-13, authorizing the San Diego County Auditor and Treasurer to establish Fund 0800 – Student Activity Special Revenue Fund, in accordance with California Department of Education guidelines.

Adopt Resolution
No. 2021-13

4.5 A motion to adopt Resolution No. 2021-14, authorizing the San Diego County Auditor and Treasurer to establish Fund 82 – District Retirement Trust Fund, in accordance with California Department of Education guidelines.

Adopt Resolution
No. 2021-14

4.6 A motion to approve the revised salary schedule for substitute teachers, effective February 1, 2021 through June 30, 2021.

Approve Rev
Salary Schedule

4.7 A motion to approve annual contracts for the 2020-21 school year: A) Community Schools of San Diego (SpecEd); B) Conscious Teaching (HR/PD); C) Jim Hoge (Board); D) Relationships at Work (HR/PD); and E) Therapy Travelers (SpecEd).

Approve Annual
Contracts

4.8 A motion to accept the following donations from the Riverview PTSA to Riverview Elementary: A) \$4,500 for Lexia at Winter Gardens; B) \$4,500 for Lexia at Riverview; C) \$2,950 for Brain Pop at both campuses; D) \$2,445 for Renaissance Software at both campuses; E) \$436.39 for homework folders at Winter Gardens; and F) \$349.15 for 5th grade planners at Riverview.

Accept Gifts to
the District

I. ED SERVICES

- | | | |
|-----|---|---|
| 5.1 | A motion to approve the 2019-20 School Accountability Report Cards (SARCs) for all Lakeside Union School District sites. The California Department of Education requires school boards to approve prior to the publishing deadline of February 1. | Approve SARC's |
| J. | <p>1. Erin Garcia discussed the Enrollment Report for Month 4 ending December 18, 2020. We are currently down 3 students from previous month, and down 301 students from same time last year.</p> <p>2. The Quarterly Uniform Complaint Procedure (UCP) data was presented, related to the Williams Settlement and legislation, reported zero complaints for Quarter 2, ending December 31, 2020.</p> | <p>Enrollment Report</p> <p>UCP Update</p> |
| K. | <p>1A. LTA President, Cathy Sprecco, offered condolences to Bonnie LaChappa and her family for their loss recently. She expressed that the teachers are pivoting instruction back to hybrid, which is not an easy task. She discussed the difficulty of the short time periods and the turn-around time. She discussed the FFCRA which expired on December 31, 2020. She is asking the District to extend the COVID leave policy to help ensure the safety of students and staff. She shared the new CDHP guidelines. They are much more specific regarding distancing. LTA is in the process of opening an item in the COVID MoU. They are hoping to be shown the District's appreciation with more than a pat on the back with money from the state. LTA is asking for an additional \$3 per day for their additional workload responsibilities. Teachers are reluctant to take on the additional task of concurrent teaching with the past practice of not paying teachers for this extremely heavy lift.</p> <p>1B. CSEA Vice President, David Myers, complimented the food services department during the holiday distribution. Happy to see board members and administration helping. He also thanked our ESS staff for going above and beyond to help our students stay on track. He looks forward to working with the district and making this a better place.</p> <p>2A. Erin Garcia, Assistant Superintendent, shared that we have one bond project underway currently, the new parking lot at Lakeside Farms. The project should be completed in February. She gave an update on the Governor's budget for 2021/22. It is just a proposal at this time, but gives us an idea of where we're headed. It is very good news for us. The LCFF is proposing COLAs (3.8% next year and 2.9% the following year). However, this increase comes with more restrictions on the use of LCFF supplemental and concentration funds. There will be some one-time funds to pay down cash deferrals for next year. We will still need to borrow funds this year, but probably not for next school year. There are two proposals to address learning loss (Safe Schools for All Plan and one time funds for interventions). More good news came in late December when the federal government passed the second COVID relief bill, schools should receive additional funding. We will continue to monitor the state budget and will revise our multi-year projections accordingly.</p> <p>2B. Dr. Kim Reed, Assistant Superintendent, thanked everyone for attending the PD day. They offered geographically neutral courses; guided reading workshops; student engagements; crew; self-care; imagine learning; etc. A survey was sent out and they are getting preliminary results to see how staff felt about the day. The district is beginning to gather stakeholder input around the LCAP. Preparing a Thoughtexchange</p> | <p>LTA President</p> <p>CSEA President</p> <p>Erin Garcia</p> |

K. REPORTS TO THE BOARD (CONTINUED)

- | | |
|--|------------------|
| 2B. <u>Continued</u> : survey to go out soon to gather more information. Dr. Reed is working on targeted interventions; summer school including immersion; and defining what concurrent learning actually looks like through committee work. | Dr. Kim Reed |
| 2C. Dr. Andy Johnsen, Superintendent, congratulated Dr. Hardiman on her doctorate. Her presentation was about our student profile. During his opening comments to the staff yesterday, he mentioned that we have an amazing opportunity and a responsibility to the 5,000 students who come through our doors every day, virtually or in person. If we can send out students who look like our student profile, we're in good shape. He thanked our teachers for doing a great job. He is proud of the work done here in Lakeside. He is hopeful for the future. | Dr. Andy Johnsen |
| L. President Ferrante asked if there was any further business to come before the board. There being none, the president declared the regular board meeting adjourned at 7:21 p.m. | Adjournment |

Bonnie LaChappa
Clerk of the Board

Andrew S. Johnsen, Ed.D.
Secretary to the Board

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 2/11/21

Agenda Item:

Resolution #2021-15

Background (Describe purpose/rationale of the agenda item):

A resolution designating the week of February 23-26, 2021 as "Love of Reading" Week in the Lakeside Union School District and urging members of the community to participate by reading their favorite stories to district students.

Fiscal Impact (Cost):

None

Funding Source:

N/A

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

Recommended Action:

| | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input checked="" type="checkbox"/> Adoption | |

Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa DeRosier, Executive Assistant



Dr. Andy Johnsen, Superintendent

Administration:

ANDREW S. JOHNSEN, Ed.D.
Superintendent
KIM REED, Ed.D.
Assistant Superintendent
ERIN GARCIA
Assistant Superintendent



Board of Trustees:

HOLLY FERRANTE
ANDREW HAYES
LARA HOEFER MOIR
BONNIE LACHAPPA
RHONDA TAYLOR, Ed.D.

RESOLUTION NO. 2021-15

THE HEATHER O'ROURKE MEMORIAL LOVE OF READING WEEK AND COMMUNITY READ-IN

- WHEREAS,** the week of February 23-26, 2021, has been designated as "Love of Reading Week"; and;
- WHEREAS,** the Lakeside Union School District strives to motivate young people to develop a life-long habit of reading; and;
- WHEREAS,** Heather O'Rourke was an active member of the Tierra del Sol Middle School Literary Club until her untimely death;
- NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of the Lakeside Union School District declares Friday, February 26, 2021 as the Heather O'Rourke-Lakeside Union School District Community Read-In, and urges members of the community to participate by reading their favorite stories to district students.

PASSED AND ADOPTED this 11th day of February 2021, by the Lakeside Union School District Board of Trustees, San Diego County, by the following vote:

AYES:

NOES:

ABSENT:

I, Bonnie LaChappa, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by the Board at a regular meeting thereof, held at its regular place of meeting, at the time and by the vote stated, which resolution is on file in the office of the said Board.

Bonnie LaChappa

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 2/11/21

Agenda Item:

Personnel Assignment Order 2021-11

Background (Describe purpose/rationale of the agenda item):

The Personnel Assignment Order reflects new hires, retirements and changes in positions.

Fiscal Impact (Cost):

Varies

Funding Source:

General Fund

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

Recommended Action:

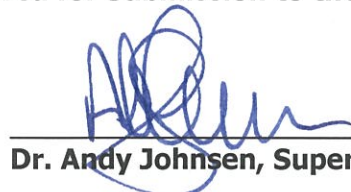
| | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input checked="" type="checkbox"/> Adoption | |

Originating Department/School: Human Resources

Submitted/Recommended By:

Approved for Submission to the Governing Board:


César Morales, Executive Director HR


Dr. Andy Johnsen, Superintendent

**LAKESIDE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING, February 11, 2021
Personnel Assignment Order - 2021-11**

BACKGROUND:

The following personnel appointments, changes of status, leave requests, resignations, dismissals and consultant requests are submitted for Board consideration. Italicized information indicates a change.

Certificated Staff

A. New Appointments:

| Employee | Assignment/Location | Class/Step | Previous Annual Salary | New Annual Salary | Effective Date |
|-----------------------|-----------------------------|------------|------------------------|-------------------|----------------|
| Axelrod, Debra | SDC Teacher/ Tierra Del Sol | A/1 | N/A | \$49,706.00 | 2/1/2021 |
| McBride, Bayli | Teacher/Lakeview | A/1 | N/A | \$49,706.00 | 2/8/2021 |
| Tanson, Rena-Lorraine | SDC Teacher/Lindo Park | A/1 | N/A | \$49,706.00 | 2/2/2021 |

B. Temporary Rehires:

| Employee | Assignment/Location | Class/Step | Previous Annual Salary | New Annual Salary | Effective Date |
|----------|---------------------|------------|------------------------|-------------------|----------------|
| | | | | | |

C. Change of Status/Location:

| Employee | Assignment/Location | Class/Step | Previous Annual Salary | New Annual Salary | Effective Date |
|----------|---------------------|------------|------------------------|-------------------|----------------|
| | | | | | |

D. Unpaid Leave Requests:

| Employee | Assignment/Location | Class/Step | Reason | Recommendation | Effective Date |
|-------------|--------------------------------|------------|--------------------------|----------------|----------------|
| Meade, Tara | Teacher/Lakeside Middle School | F/8 | Children's school closed | Yes | |

E. Waiver:

| Employee | Assignment/Location | Class/Step | Reason | Effective Date |
|------------------|-------------------------------|----------------|----------|----------------|
| Preciado, Andrea | Teacher-Temp Bilingual Waiver | Class C/Step 1 | No BCLAD | 12/15/2021 |

F. Medical Leave of Absence:

| Employee | Assignment/Location | Class/Step | Reason | Effective Date |
|---------------|---------------------|------------|---------|----------------|
| Potts, Brenda | Teacher/Lakeview | F/24 | Illness | 2/1/2021 |

G.

Dismissals:

| Employee | Assignment/Location | Class/Step | Effective Date |
|----------|---------------------|------------|----------------|
| | | | |

Classified Staff

H. New Hire:

| Employee | Location | Position/Class/Step | Previous Monthly Salary | New Monthly Salary | Effective Date |
|---------------|----------------|---|-------------------------|--------------------|----------------|
| Sabeeh, Samer | Lakeside Farms | Instructional Assistant I- SPED/Range 9/ Step 1 | N/A | \$728.00 | 2/1/2021 |

I. Short Term Staff:

| Employee | Title | Service to be preformed | Hourly Rate | Ending date |
|---------------------|--------------------------------------|---|-------------|---------------|
| Fukushima, Brooklyn | Intervention Instructional Assistant | Extra Support to students at Riverview | \$14.00 | May 27, 2021 |
| Hubert, Richelle | COVID Cleaning Support Staff | Reopening Plan Cleaning, Sanitizing, & Stocking Support | \$16.34 | June 11, 2021 |
| Limon, Alicia | Instructional Assistant - SPED | Extra Support to Students in SDC class | \$14.32 | June 11, 2021 |
| Manriquez, Sofia | Intervention Instructional Assistant | Extra Support to students at Winter Gardens | \$14.00 | May 28, 2021 |
| McEwen, Gracie | Intervention Instructional Assistant | Extra Support to students at Riverview | \$14.00 | May 27, 2021 |
| Merali, Hafeez | Intervention Instructional Assistant | Extra Support to students at Riverview | \$14.00 | May 27, 2021 |
| Morton, Sophia | Intervention Instructional Assistant | Extra Support to students at Riverview | \$14.00 | May 27, 2021 |
| Nyberg, Lacey | Instructional Assistant-Special Ed | Supporting Students in Study Hall | \$14.32 | June 11, 2021 |

| | | | | |
|------------------|--|--|---------|---------------|
| Reeves, Robert | Instructional Assistant-Special Ed | Supporting Students in Study Hall | \$14.32 | June 11, 2021 |
| Schneider, Hanna | Intervention Instructional Assistant | Extra Support to students at Riverview | \$14.00 | May 27, 2021 |

J. Change of Status/Location:

| Employee | Location | Position/Class/Step | Previous Monthly Salary | New Monthly Salary | Effective Date |
|--------------|-----------|--------------------------------|-------------------------|--------------------|----------------|
| Franke, Will | Riverview | Instructional Assistant I-SPED | \$971.15 | \$742.97 | 1/25/2021 |

K. Unpaid Leave Requests:

| Employee | Location | Position/Class/Hours | Reason | Recommendation | Effective Date |
|----------|----------|----------------------|--------|----------------|----------------|
| | | | | | |

L. Resignations:

| Employee | Location | Position | Reason | Effective Date |
|----------------------------|----------------|----------------------------------|------------|----------------|
| Balderas-Ordonez, Darien | Riverview | Campus Student Supervisor | N/A | 1/20/2021 |
| Browning, Jack | ESS | Child Development Assistant | N/A | 2/1/2021 |
| Ibarguen-Saldana, Marieann | Tierra Del Sol | Campus Student Supervisor | Family | 2/1/2021 |
| Levis, Sharon | Lakeside Farms | Instructional Assistant I – SPED | Employment | 2/6/2021 |
| Shook, Delia | Food Service | Child Nutrition Assistant | Retire | 2/1/2021 |

M. 39-63 Month Reemployment:

| Employee | Location | Position/Class/Step | Effective Date |
|----------|----------|---------------------|----------------|
| | | | |

N. Dismissals:

| Employee | Location | Position | Effective Date |
|----------|----------|----------|----------------|
| | | | |

RECOMMENDATION:

Administration recommends approval of listed personnel appointments, changes of status, leave requests, resignations, dismissals, and consultants. This recommendation supports the following District goal: Assure the highest quality of school district services, including, but not limited to, academic, social, emotional and health services by hiring and retaining employees with not only required technical skills in the areas of their responsibilities but also the ability to handle diverse challenges.

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: FEBRUARY 11, 2021

Agenda Item:

COMMERCIAL WARRANT LISTING SHEET – for the period 1/01/2021-1/31/2021

Background (Describe purpose/rationale of the agenda item):

This is a required monthly report - per Board Policy #3300, "the Governing Board shall review all warrants issued by the district at their monthly Board meeting".

Fiscal Impact (Cost):

\$891,164.04

Funding Source:

General, Child Development, Capital Facilities, Cafeteria, & Charter Schools (Barona, RVCS)

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

Recommended Action:

| | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

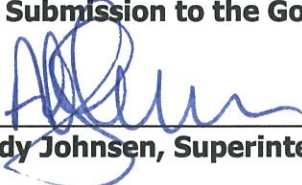
Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Principal/Department Head Signature



Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member 

BOARD WARRANT REPORT

1/01/2021-1/31/2021

| Fund | Warrant ID | Vendor Name | Payment Date | Invoice Item Description | Amount Charged to Fund |
|------|------------|----------------------------------|--------------|---|------------------------|
| 0100 | 14739401 | AMAZON CAPITAL SERVICES, INC. | 1/4/21 | BLANKET FOR FISCAL YEAR 2020-2 | 442.94 |
| 0100 | 14739402 | MATH TRANSFORMATIONS | 1/4/21 | I2021-010 (DECEMBER 2020 BOARD | 14,000.00 |
| 0100 | 14739963 | AMAZON CAPITAL SERVICES, INC. | 1/7/21 | BLANKET FOR 2020-21 FISCAL YEA | 2,814.88 |
| 0100 | 14739964 | E3 DIAGNOSTICS, INC | 1/7/21 | E3 AUDIOMETRICS -MAICO AUDIOME | 505.00 |
| 0100 | 14739965 | ASSETWORKS RISK MANAGEMENT INC. | 1/7/21 | INVOICE NO. 664-12391 | 334.03 |
| 0100 | 14739966 | BRAIN POP | 1/7/21 | BRAIN POP (GRADES 3-8) ONLINE | 2,195.00 |
| 0100 | 14739967 | COMPETITIVE METALS, INC | 1/7/21 | 2020-21 BLANKET FOR HAND WASHI | 3.39 |
| 0100 | 14739968 | DION & SONS, INC. | 1/7/21 | BLANKET FOR 2020-21 FISCAL YEA | 2,328.52 |
| 0100 | 14739969 | ERIN GARCIA | 1/7/21 | REVOLVING ACCOUNT REIMBURSEMENTS TO THE GENERAL FUND | 2,822.61 |
| 0100 | 14739970 | LEADER SERVICES | 1/7/21 | V2021-037 BLANKET FOR FISCAL Y | 294.30 |
| 0100 | 14739971 | NEARPOD INC. | 1/7/21 | NEARPOD SCHOOL LICENSE 09/21/2 | 4,000.00 |
| 0100 | 14739972 | OFFICE DEPOT, INC. | 1/7/21 | BLANKET FOR FISCAL YEAR 2020-2 | 2,432.02 |
| 0100 | 14739973 | O'REILLY AUTO PARTS | 1/7/21 | BLANKET FOR FISCAL YEAR 2020-2 | 1,776.43 |
| 0100 | 14739975 | PRO-ED | 1/7/21 | HAPP-3: HODSON ASSESSMENT OF P | 350.89 |
| 0100 | 14739976 | SAN DIEGO GAS & ELECTRIC | 1/7/21 | BLANKET FOR FISCAL YEAR 2020-2 | 66,065.33 |
| 0100 | 14739977 | SHRED IT | 1/7/21 | BLANKET FOR FISCAL YEAR 2020-2 | 123.45 |
| 0100 | 14739979 | SPARKLETT'S | 1/7/21 | BLANKET FOR FISCAL YEAR 2020-2 | 214.01 |
| 0100 | 14739980 | SYCAMORE LANDFILL | 1/7/21 | BLANKET FOR FISCAL YEAR 2020-2 | 361.43 |
| 0100 | 14739981 | TARGET RIVER | 1/7/21 | V2021-011 BLANKET FOR SEPTEMBE | 4,372.50 |
| 0100 | 14739982 | BORDER RECAPING, LLC | 1/7/21 | BLANKET FOR FISCAL YEAR 2020-2 | 870.15 |
| 0100 | 14739983 | WPOHS A MEDICAL CORPORATION | 1/7/21 | INVOICE NO. 126961 - RESPIRATO | 157.00 |
| 0100 | 14741079 | AMAZON CAPITAL SERVICES, INC. | 1/11/21 | BLANKET FOR FISCAL YEAR 2019-2 | 3,893.71 |
| 0100 | 14741082 | CURRIER & HUDSON | 1/11/21 | V2021-017 BLANKET FOR FISCAL Y | 9,457.50 |
| 0100 | 14741083 | ERIN GARCIA | 1/11/21 | REVOLVING ACCOUNT REIMBURSEMENTS TO THE GENERAL FUND | 407.37 |
| 0100 | 14741086 | MACDOUGAL-MORRIS GROUP LLC | 1/11/21 | V2021-062 BLANKET FOR FISCAL Y | 27,189.97 |
| 0100 | 14741087 | OFFICE DEPOT, INC. | 1/11/21 | BLANKET FOR FISCAL YEAR 2020-2 | 137.84 |
| 0100 | 14741088 | PALOS SPORTS | 1/11/21 | BLANKET FOR FISCAL YEAR 2020-2 | 285.52 |
| 0100 | 14741089 | SOUTHWEST SCHOOL & OFFICE SUPPLY | 1/11/21 | BLANKET FOR FISCAL YEAR 2020-2 | 71.38 |
| 0100 | 14741090 | SPRINT SOLUTIONS, INC. | 1/11/21 | MBB UNLIMITED DATA, 9 MONTHS O | 7,067.10 |
| 0100 | 14741091 | THE PRINT BUTTON | 1/11/21 | BLANKET FOR FISCAL YEAR 2020-2 | 110.98 |
| 0100 | 14741092 | KATELYN WALLACE | 1/11/21 | L2020-012 DANCE LESSONS MARCH | 150.00 |
| 0100 | 14741900 | AMAZON CAPITAL SERVICES, INC. | 1/14/21 | BLANKET FOR 2020-21 FISCAL YEA | 7,649.35 |
| 0100 | 14741904 | CIT FINANCE LLC | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 533.99 |
| 0100 | 14741905 | DEBORAH ANN COMISKEY | 1/14/21 | I2021-006 BLANKET FOR FISCAL Y | 1,500.00 |
| 0100 | 14741906 | DANNIS WOLIVER KELLEY | 1/14/21 | V2021-005 BLANKET FOR FISCAL Y | 1,173.00 |
| 0100 | 14741907 | DATTEL SYSTEMS INCORPORATED | 1/14/21 | DISPLAYPORT 6 FOOT BLACK | 4,673.42 |
| 0100 | 14741908 | DION & SONS, INC. | 1/14/21 | BLANKET FOR 2020-21 FISCAL YEA | 314.82 |
| 0100 | 14741912 | FORMATIVE | 1/14/21 | CONTRACT NO. V2021-061 - TEAM | 2,199.00 |
| 0100 | 14741916 | NO TEARS LEARNING INC. | 1/14/21 | KEYBOARD SOFTWARE | 94.50 |
| 0100 | 14741918 | INFINITE CAMPUS, INC. | 1/14/21 | V2021-059 YEAR 1 IMPLEMENTATIO | 40,700.00 |

BOARD WARRANT REPORT

1/01/2021-1/31/2021

| Fund | Warrant ID | Vendor Name | Payment Date | Invoice Item Description | Amount Charged to Fund |
|------|------------|---------------------------------------|--------------|--------------------------------|------------------------|
| 0100 | 14741919 | KYOCERA DOCUMENT SOLUTIONS WEST, LLC | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 1,347.16 |
| 0100 | 14741920 | LOWE'S | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 1,166.09 |
| 0100 | 14741921 | QUADIENT FINANCE USA, INC. | 1/14/21 | THE PRICING FOR MONTHS 1-60 IS | 416.18 |
| 0100 | 14741922 | McGRAW-HILL SCHOOL EDUCATION HOLDINGS | 1/14/21 | ILLUSTRATIVE MATH TEACHER DIGI | 2,430.67 |
| 0100 | 14741923 | MRC | 1/14/21 | FINAL PYMT FOR 19-20 | 271.75 |
| 0100 | 14741924 | NWEA | 1/14/21 | NWEA MAP TEST | 1,485.00 |
| 0100 | 14741925 | OFFICE DEPOT, INC. | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 190.14 |
| 0100 | 14741926 | DAVIS CONSULTING CORPORATION | 1/14/21 | V2019-110 - YEAR 2 OF 2 YEAR C | 1,550.00 |
| 0100 | 14741930 | RAYNE OF SAN DIEGO | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 93.00 |
| 0100 | 14741931 | ROADONE | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 240.00 |
| 0100 | 14741933 | SYCAMORE LANDFILL | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 231.47 |
| 0100 | 14741935 | U.S. BANK EQUIPMENT FINANCE | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 227.04 |
| 0100 | 14741936 | VERIZON WIRELESS | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 1,728.63 |
| 0100 | 14741937 | VISTA HILL FOUNDATION | 1/14/21 | V2021-054 BLANKET FOR FISCAL Y | 51,320.00 |
| 0100 | 14741940 | WELLS FARGO VENDOR FINANCIAL SERVICES | 1/14/21 | BLANKET FOR 2020-21 FISCAL YEA | 767.43 |
| 0100 | 14741941 | XEROX CORPORATION | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 945.90 |
| 0100 | 14743250 | AASA, INC. | 1/19/21 | MEMBERSHIP DUES FOR AASA ACTIV | 470.00 |
| 0100 | 14743251 | AED BRANDS, LLC | 1/19/21 | PHILIPS HEARTSTART FRX AED WIT | 16,064.45 |
| 0100 | 14743253 | ANYTHING GOES PROMOTIONS | 1/19/21 | CHOIR JACKETS - SATIN W/FLANNE | 1,387.82 |
| 0100 | 14743254 | ASCD | 1/19/21 | ASCD MEMBERSHIPS | 236.00 |
| 0100 | 14743255 | AT&T | 1/19/21 | BLANKET FOR FISCAL YEAR 2020-2 | 2,415.08 |
| 0100 | 14743256 | CASBO | 1/19/21 | PURCHASING 101-201 11/19/2020 | 305.00 |
| 0100 | 14743257 | COX COMMUNICATIONS | 1/19/21 | BLANKET FOR FISCAL YEAR 2020-2 | 6,840.85 |
| 0100 | 14743258 | EDCO DISPOSAL CORPORATION | 1/19/21 | BLANKET FOR FISCAL YEAR 2020-2 | 3,873.90 |
| 0100 | 14743259 | KYOCERA DOCUMENT SOLUTIONS WEST, LLC | 1/19/21 | BLANKET FOR FISCAL YEAR 2020-2 | 627.71 |
| 0100 | 14743260 | LAKESIDE WATER DISTRICT | 1/19/21 | BLANKET FOR FISCAL YEAR 2020-2 | 7,819.60 |
| 0100 | 14743261 | LEADER SERVICES | 1/19/21 | V2021-037 BLANKET FOR FISCAL Y | 383.66 |
| 0100 | 14743262 | OFFICE DEPOT, INC. | 1/19/21 | BLANKET FOR FISCAL YEAR 2020-2 | 187.02 |
| 0100 | 14743263 | NCS PEARSON, INC | 1/19/21 | INVOICE NO. 12456882 - ONLINE | 21.12 |
| 0100 | 14743264 | PRO-ED | 1/19/21 | DAYC-2: COGNITIVE DOMAIN SCORI | 249.63 |
| 0100 | 14743265 | RAYNE OF SAN DIEGO | 1/19/21 | BLANKET FOR FISCAL YEAR 2020-2 | 32.00 |
| 0100 | 14743266 | SCHOOL HEALTH CORP. | 1/19/21 | 52160 SLOAN LETTERS NEAR VISIO | 80.21 |
| 0100 | 14743267 | SCHOOLS EXCESS LIABILITY FUND | 1/19/21 | 3% DISCOUNT - FULL TIMELY PYMT | 55,981.71 |
| 0100 | 14743268 | SUPER DUPER PUBLICATIONS | 1/19/21 | TMF8592ASL-2 COMPREHENSIVE FO | 118.53 |
| 0100 | 14743269 | WESS TRANSPORTATION SERVICES | 1/19/21 | INVOICE NO. 02-55385 FOR BIZTO | 1,206.96 |
| 0100 | 14744224 | AMAZON CAPITAL SERVICES, INC. | 1/21/21 | BLANKET FOR 2020-21 FISCAL YEA | 1,112.84 |
| 0100 | 14744227 | DEPARTMENT OF JUSTICE | 1/21/21 | BLANKET FOR FISCAL YEAR 2020-2 | 326.00 |
| 0100 | 14744228 | HOME DEPOT CREDIT SERVICES | 1/21/21 | 2020-21 BLANKET FOR HAND WASHI | 1,306.23 |
| 0100 | 14744230 | MRC | 1/21/21 | BLANKET FOR FISCAL YEAR 2020-2 | 210.25 |
| 0100 | 14744231 | NVLS PROFESSIONAL SERVICES LLC | 1/21/21 | V2020-007 - ERATE ACTIVITY: 7/ | 3,400.00 |
| 0100 | 14744232 | OFFICE DEPOT, INC. | 1/21/21 | BLANKET FOR FISCAL YEAR 2020-2 | 311.37 |
| 0100 | 14744233 | PAYTON'S TRUE VALUE HARDWARE | 1/21/21 | 1/14/2021 CHANGE ORDER TO ADD | 415.51 |

BOARD WARRANT REPORT

1/01/2021-1/31/2021

| Fund | Warrant ID | Vendor Name | Payment Date | Invoice Item Description | Amount Charged to Fund |
|------|------------|--|--------------|--------------------------------|------------------------|
| 0100 | 14744235 | RAYNE OF SAN DIEGO | 1/21/21 | BLANKET FOR FISCAL YEAR 2020-2 | 32.00 |
| 0100 | 14744236 | SHRED IT | 1/21/21 | BLANKET FOR FISCAL YEAR 2020-2 | 241.75 |
| 0100 | 14744237 | SOUTHWEST SCHOOL & OFFICE SUPPLY | 1/21/21 | BLANKET FOR FISCAL YEAR 2020-2 | 148.65 |
| 0100 | 14744238 | VERBAL BEHAVIOR ASSOCIATES, INC. | 1/21/21 | V2021-053 BLANKET PURCHASE ORD | 1,657.00 |
| 0100 | 14744240 | WELLS FARGO VENDOR FINANCIAL SERVICES | 1/21/21 | BLANKET FOR FISCAL YEAR 2020-2 | 261.86 |
| 0100 | 14744971 | A&B SAW & LAWNMOWER SHOP | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 84.59 |
| 0100 | 14744972 | APOLLO ELEVATOR MAINTENANCE SERVICE, INC | 1/25/21 | INVOICE NO. 9553 - REPAIR TO W | 790.17 |
| 0100 | 14744973 | AGRICULTURAL PEST CONTROL | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 730.00 |
| 0100 | 14744974 | AAF INTERNATIONAL | 1/25/21 | CHANGE ORDER TO INCREASE (COVI | 4,379.52 |
| 0100 | 14744975 | ALLIED REFRIGERATION INC | 1/25/21 | CHANGE ORDER TO INCREASE | 969.37 |
| 0100 | 14744976 | ALLIANCE FOR AFRICAN ASSISTANCE | 1/25/21 | INVOICE NO. 11475 - INTERPRETA | 70.00 |
| 0100 | 14744977 | ROCK AND BLOCK HARDSCAPE SUPPLY | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 145.90 |
| 0100 | 14744978 | A-Z BUS SALES INC. | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 81.78 |
| 0100 | 14744979 | AZTEC FIRE & SAFETY INC. | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 5,522.50 |
| 0100 | 14744980 | MATH TRANSFORMATIONS | 1/25/21 | CONTRACT # I2021-009 FOR LAKES | 28,000.00 |
| 0100 | 14744983 | CLARK SECURITY PRODUCTS | 1/25/21 | BLANKET FOR 2020-21 FISCAL YEA | 284.06 |
| 0100 | 14744984 | CED-SAN DIEGO CONSOLIDATED ELECTRIC | 1/25/21 | CHANGE ORDER TO INCREASE | 175.95 |
| 0100 | 14744985 | CURRIER & HUDSON | 1/25/21 | V2021-017 BLANKET FOR FISCAL Y | 8,638.50 |
| 0100 | 14744986 | DEBRA DUPREE | 1/25/21 | I2021-013 CLASSIFIED PROFESSIO | 2,450.00 |
| 0100 | 14744987 | EL CAJON FORD | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 37.86 |
| 0100 | 14744988 | MORSCO SUPPLY, LLC | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 57.47 |
| 0100 | 14744989 | GEARY PACIFIC SUPPLY | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 155.01 |
| 0100 | 14744991 | IMPERIAL SPRINKLER SUPPLY, INC. | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 5.61 |
| 0100 | 14744992 | INSTITUTE FOR EFFECTIVE EDUCATION | 1/25/21 | V2021-043 BLANKET FOR FISCAL Y | 4,436.32 |
| 0100 | 14744993 | LAKESIDE EQUIPMENT | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 208.64 |
| 0100 | 14744994 | LYNN'S LOCKSMITH SERVICE | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 12.99 |
| 0100 | 14744995 | MISSION FEDERAL CREDIT UNION | 1/25/21 | ALLIES-POSTAGE FOR CHECKS | 5,335.74 |
| 0100 | 14744996 | METAL FAB LOGISTICS, INC. | 1/25/21 | SUPPLY AND RETURN DUCTING LINE | 4,555.03 |
| 0100 | 14744997 | NATIONAL PETROLEUM INC | 1/25/21 | BLANKET FOR FISCAL YEAR 2019-2 | 671.89 |
| 0100 | 14744998 | OFFICE DEPOT, INC. | 1/25/21 | 01/15/2021 CHANGE ORDER TO ADD | 396.46 |
| 0100 | 14744999 | O'REILLY AUTO PARTS | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 341.98 |
| 0100 | 14745000 | PARKHOUSE TIRE INC | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 253.07 |
| 0100 | 14745001 | PECK'S HEAVY FRICTION INC | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 33.94 |
| 0100 | 14745002 | RAYO WHOLESALE | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 92.19 |
| 0100 | 14745003 | ROADONE | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 123.20 |
| 0100 | 14745004 | AIR POLLUTION CONTROL DISTRICT | 1/25/21 | APCD ANNUAL FEES | 595.00 |
| 0100 | 14745005 | SO CA AIR CONDITIONING SUPPLY | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 168.36 |
| 0100 | 14745006 | SD COUNTY SUPERINTENDENT OF SCHOOLS | 1/25/21 | PROJECT GLAD RESEARCH AND THEO | 4,700.00 |
| 0100 | 14745008 | TARGET RIVER | 1/25/21 | V2021-011 BLANKET FOR SEPTEMBE | 4,372.50 |
| 0100 | 14745009 | TRANE U.S.INC | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 308.91 |
| 0100 | 14745010 | US AIR CONDITIONING DISTRIB. | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 610.98 |
| 0100 | 14745011 | U.S. BANK EQUIPMENT FINANCE | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 156.80 |

BOARD WARRANT REPORT

1/01/2021-1/31/2021

| Fund | Warrant ID | Vendor Name | Payment Date | Invoice Item Description | Amount Charged to Fund |
|-------------------|------------|---------------------------------------|----------------|---|------------------------|
| 0100 | 14745012 | VILLA SANTA MARIA, INC. | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 64,517.50 |
| 0100 | 14745013 | VISTA HILL FOUNDATION | 1/25/21 | V2021-054 BLANKET FOR FISCAL Y | 13,624.00 |
| 0100 | 14745014 | WAXIE SANITARY SUPPLY | 1/25/21 | BLANKET FOR 2020-21 FISCAL YEA | 5,471.01 |
| 0100 | 14745015 | XEROX CORPORATION | 1/25/21 | BLANKET FOR FISCAL YEAR 2019-2 | 1,622.87 |
| 0100 | 14746077 | ALLIANCE FOR AFRICAN ASSISTANCE | 1/28/21 | INTERPRETING SERVICES | 195.00 |
| 0100 | 14746079 | CINTAS CORPORATION | 1/28/21 | BLANKET FOR 2020-21 FISCAL YEA | 1,256.67 |
| 0100 | 14746082 | DION & SONS, INC. | 1/28/21 | BLANKET FOR 2020-21 FISCAL YEA | 1,177.94 |
| 0100 | 14746083 | ERIN GARCIA | 1/28/21 | REVOLVING ACCOUNT REIMBURSEMENTS TO THE GENERAL FUND | 5,888.53 |
| 0100 | 14746085 | LOWE'S | 1/28/21 | BLANKET FOR FISCAL YEAR 2020-2 | 217.15 |
| 0100 | 14746086 | NEARPOD INC. | 1/28/21 | NEARPOD SCHOOL LICENSE SERVICE | 4,000.00 |
| 0100 | 14746087 | SAN DIEGO GAS & ELECTRIC | 1/28/21 | BLANKET FOR FISCAL YEAR 2020-2 | 59,168.13 |
| 0100 | 14746088 | SPARKLETTS | 1/28/21 | BLANKET FOR FISCAL YEAR 2020-2 | 98.86 |
| 0100 | 14746089 | SPRINT SOLUTIONS, INC. | 1/28/21 | MBB UNLIMITED DATA, 9 MONTHS O | 7,067.40 |
| 0100 | 14746090 | CA DEPT OF TAX AND FEE ADMINISTRATION | 1/28/21 | SALES AND USE TAX RETURN | 1,659.28 |
| 0100 | 14746092 | SYCAMORE LANDFILL | 1/28/21 | BLANKET FOR FISCAL YEAR 2020-2 | 302.37 |
| 0100 | 14746093 | WELLS FARGO VENDOR FINANCIAL SERVICES | 1/28/21 | BLANKET FOR 2020-21 FISCAL YEA | 133.78 |
| 0100 | 14746095 | XEROX CORPORATION | 1/28/21 | BLANKET FOR FISCAL YEAR 2020- | 159.34 |
| 0100 Total | | | GENERAL | | 632,720.62 |
| 1200 | 14739968 | DION & SONS, INC. | 1/7/21 | BLANKET FOR FISCAL YEAR 2020-2 | 60.78 |
| 1200 | 14739969 | ERIN GARCIA | 1/7/21 | GAR 2021-0017 | 2,390.36 |
| 1200 | 14739976 | SAN DIEGO GAS & ELECTRIC | 1/7/21 | BLANKET FOR FISCAL YEAR 2020-2 | 798.72 |
| 1200 | 14739978 | SMART & FINAL | 1/7/21 | BLANKET FOR FISCAL YEAR 2020-2 | 77.61 |
| 1200 | 14739979 | SPARKLETTS | 1/7/21 | BLANKET FOR FISCAL YEAR 2020-2 | 1.98 |
| 1200 | 14741079 | AMAZON CAPITAL SERVICES, INC. | 1/11/21 | BLANKET FOR FISCAL YEAR 2020-2 | 1,587.68 |
| 1200 | 14741083 | ERIN GARCIA | 1/11/21 | REVOLVING ACCOUNT REIMBURSEMENTS TO THE CHILD DEVELOPMENT FUND | 484.71 |
| 1200 | 14741899 | ALBERTSONS | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 247.92 |
| 1200 | 14741900 | AMAZON CAPITAL SERVICES, INC. | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 2,991.64 |
| 1200 | 14741919 | KYOCERA DOCUMENT SOLUTIONS WEST, LLC | 1/14/21 | LEAPP - TASKALFA 6003i S/N: RF | 17.67 |
| 1200 | 14741940 | WELLS FARGO VENDOR FINANCIAL SERVICES | 1/14/21 | BLANKET FOR 2020-21 FISCAL YEA | 606.70 |
| 1200 | 14743252 | AMAZON CAPITAL SERVICES, INC. | 1/19/21 | BLANKET FOR FISCAL YEAR 2020-2 | 227.43 |
| 1200 | 14743257 | COX COMMUNICATIONS | 1/19/21 | BLANKET FOR FISCAL YEAR 2020-2 | 106.00 |
| 1200 | 14743258 | EDCO DISPOSAL CORPORATION | 1/19/21 | BLANKET FOR FISCAL YEAR 2020-2 | 107.37 |
| 1200 | 14743260 | LAKESIDE WATER DISTRICT | 1/19/21 | BLANKET FOR FISCAL YEAR 2020-2 | 90.58 |
| 1200 | 14744995 | MISSION FEDERAL CREDIT UNION | 1/25/21 | CORODA-DOCUMENT SHREDDING SERV | 671.82 |
| 1200 | 14746081 | DATTEL SYSTEMS INCORPORATED | 1/28/21 | OFFICEMACSTD 2019 SNGL OLP NL | 189.00 |
| 1200 | 14746082 | DION & SONS, INC. | 1/28/21 | BLANKET FOR FISCAL YEAR 2020-2 | 83.73 |
| 1200 | 14746083 | ERIN GARCIA | 1/28/21 | REVOLVING ACCOUNT REIMBURSEMENTS TO THE CHILD DEVELOPMENT FUND | 297.67 |
| 1200 | 14746087 | SAN DIEGO GAS & ELECTRIC | 1/28/21 | BLANKET FOR FISCAL YEAR 2020-2 | 1,108.52 |
| 1200 | 14746088 | SPARKLETTS | 1/28/21 | BLANKET FOR FISCAL YEAR 2020-2 | 61.20 |

BOARD WARRANT REPORT

1/01/2021-1/31/2021

| Fund | Warrant ID | Vendor Name | Payment Date | Invoice Item Description | Amount Charged to Fund |
|-------------------|------------|--|--------------|--|------------------------|
| 1200 | 14746090 | CA DEPT OF TAX AND FEE ADMINISTRATION | 1/28/21 | USE TAX RETURN | 0.02 |
| 1200 | 14746093 | WELLS FARGO VENDOR FINANCIAL SERVICES | 1/28/21 | BLANKET FOR 2020-21 FISCAL YEA | 106.82 |
| 1200 Total | | CHILD DEVELOPMENT | | | 12,315.93 |
| 1300 | 14739968 | DION & SONS, INC. | 1/7/21 | BLANKET FOR FISCAL YEAR 2020-2 | 109.90 |
| 1300 | 14739978 | SMART & FINAL | 1/7/21 | BLANKET FOR FISCAL YEAR 2020-2 | 96.86 |
| 1300 | 14741083 | ERIN GARCIA | 1/11/21 | REVOLVING ACCOUNT REIMBURSEMENTS TO THE CAFETERIA FUND | 19.19 |
| 1300 | 14741901 | AMERICAN PRODUCE DISTRIBUTORS | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 11,418.93 |
| 1300 | 14741902 | HERITAGE TRUCK PAINTING & AUTO COLLISION | 1/14/21 | MISC. PARTS | 2,304.65 |
| 1300 | 14741903 | CALIFORNIA DEPT OF EDUCATION | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 1,131.45 |
| 1300 | 14741908 | DION & SONS, INC. | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 73.17 |
| 1300 | 14741909 | DOMINO'S PIZZA | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 2,435.70 |
| 1300 | 14741910 | GALASSO'S BAKERY | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 1,254.67 |
| 1300 | 14741911 | GARCIA'S PUEBLA MERCADO | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 421.25 |
| 1300 | 14741913 | GOLD STAR FOODS INC | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 18,405.59 |
| 1300 | 14741917 | HOLLANDIA DAIRY | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 8,481.99 |
| 1300 | 14741927 | P&R PAPER SUPPLY COMPANY, INC. | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 4,152.56 |
| 1300 | 14741928 | PAYTON'S TRUE VALUE HARDWARE | 1/14/21 | INVOICE NO. 293944 FOR KEYS | 6.01 |
| 1300 | 14741929 | PRO-EDGE KNIFE | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 60.00 |
| 1300 | 14741934 | SYSCO FOODS SERVICES | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 3,046.91 |
| 1300 | 14741936 | VERIZON WIRELESS | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 50.72 |
| 1300 | 14741938 | WAXIE SANITARY SUPPLY | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 120.04 |
| 1300 | 14741939 | WEBB'S RV SUPPLY | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 16.28 |
| 1300 | 14743255 | AT&T | 1/19/21 | BLANKET FOR FISCAL YEAR 2020-2 | 15.67 |
| 1300 | 14744225 | CHEMSEARCH | 1/21/21 | INVOICE NO. 7200880 CONTRACT W | 440.43 |
| 1300 | 14744226 | COUNTY OF SAN DIEGO, DEH | 1/21/21 | DEH2008-FFPP-427810 TDS | 1,455.00 |
| 1300 | 14744229 | INNOSEAL SYSTEMS, INC. | 1/21/21 | INNOSEAL REFILL MULTI 7 DAY BU | 492.00 |
| 1300 | 14744981 | CASBO | 1/25/21 | INVOICE NO. 632023 - UNDERSTAN | 305.00 |
| 1300 | 14744982 | CALIFORNIA DEPT OF EDUCATION | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 567.15 |
| 1300 | 14744995 | MISSION FEDERAL CREDIT UNION | 1/25/21 | SMART -FOOD | 1,203.49 |
| 1300 | 14745003 | ROADONE | 1/25/21 | INVOICE NO. A 791886 - TOWING | 240.00 |
| 1300 | 14745007 | SYSCO FOODS SERVICES | 1/25/21 | ADJ FOR INV#236558370 | 2,834.69 |
| 1300 | 14745015 | XEROX CORPORATION | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 22.97 |
| 1300 | 14746079 | CINTAS CORPORATION | 1/28/21 | BLANKET FOR FISCAL YEAR 2020-2 | 102.40 |
| 1300 | 14746080 | CULLIGAN | 1/28/21 | BLANKET FOR FISCAL YEAR 2020-2 | 51.13 |
| 1300 | 14746082 | DION & SONS, INC. | 1/28/21 | BLANKET FOR FISCAL YEAR 2020-2 | 72.99 |
| 1300 | 14746083 | ERIN GARCIA | 1/28/21 | REVOLVING ACCOUNT REIMBURSEMENTS TO THE CAFETERIA FUND | 36.00 |
| 1300 | 14746090 | CA DEPT OF TAX AND FEE ADMINISTRATION | 1/28/21 | SALES AND USE TAX RETURN | 71.63 |
| 1300 | 14746094 | WINTER GARDENS SMOG & TUNE | 1/28/21 | INVOICE NO. 059474 FOOD SERVIC | 39.75 |
| 1300 Total | | CAFETERIA | | | 61,556.17 |
| 2139 | 14741081 | CALTEC CORP | 1/11/21 | 1 CHANGE ORDER REQUEST (COR)E | 26,470.58 |

BOARD WARRANT REPORT

1/01/2021-1/31/2021

| Fund | Warrant ID | Vendor Name | Payment Date | Invoice Item Description | Amount Charged to Fund |
|-------------|------------|---------------------------------------|----------------------|--------------------------------|------------------------|
| 2139 | 14741932 | SWRCB FEES | 1/14/21 | APPLICATION ID# 529104 TDS STO | 553.00 |
| 2139 | 14744990 | ERIC HALL & ASSOCIATES, LLC | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 5,500.00 |
| 2139 | 14746078 | ALPHA STUDIO DESIGN GROUP | 1/28/21 | BLANKET FOR 2019-20 LAKESIDE F | 110,975.00 |
| 2139 Total | | | BOND | | 143,498.58 |
| 2519 | 14741915 | PACIFIC MOBILE STRUCTURES, INC. | 1/14/21 | BLANKET FOR FISCAL YEAR 2020-2 | 770.42 |
| 2519 | 14744990 | ERIC HALL & ASSOCIATES, LLC | 1/25/21 | BLANKET FOR FISCAL YEAR 2020-2 | 1,100.00 |
| 2519 Total | | | CAPITAL FACILITES | | 1,870.42 |
| 6200 | 14744222 | SAVVAS LEARNING COMPANY LLC | 1/21/21 | SAVVAS LEARNING | 15,067.08 |
| 6200 | 14744239 | RHONDA WELCH SCALCO | 1/21/21 | WELCH SCALCO - RES. COORDINATR | 612.50 |
| 6200 | 14746076 | SAVVAS LEARNING COMPANY LLC | 1/28/21 | SAVVAS LRNG - INCLUDES SHIPPNG | 1,662.64 |
| 6200 | 14746084 | INFINITE CAMPUS, INC. | 1/28/21 | INFINITE CAMPUS | 4,100.00 |
| 6200 | 14746090 | CA DEPT OF TAX AND FEE ADMINISTRATION | 1/28/21 | SALES AND USE TAX RETURN | 7.51 |
| 6200 | 14746091 | STUDIES WEEKLY, INC. | 1/28/21 | STUDIES WEEKLY | 256.98 |
| 6200 Total | | | BARONA CHARTER | | 21,706.71 |
| 6201 | 14739961 | 24 HOUR FIRE PROTECTION CO | 1/7/21 | DRY CHEMICAL 6 YEAR BREAKDOWN | 996.92 |
| 6201 | 14739962 | AARDVARK ANT & PEST CONTROL, INC | 1/7/21 | EVERY OTHER MONTH | 604.00 |
| 6201 | 14739976 | SAN DIEGO GAS & ELECTRIC | 1/7/21 | BLANKET FOR FISCAL YEAR 2020-2 | 2,342.24 |
| 6201 | 14739979 | SPARKLETTS | 1/7/21 | BLANKET FOR FISCAL YEAR 2020-2 | 14.85 |
| 6201 | 14739984 | XEROX CORPORATION | 1/7/21 | BLANKET FOR FISCAL YEAR 2020-2 | 1,394.29 |
| 6201 | 14741080 | CALIFORNIA COAST CREDIT UNION | 1/11/21 | SALES AND USE TAX RETURN | 977.28 |
| 6201 | 14741084 | HOME DEPOT CREDIT SERVICES | 1/11/21 | BLANKET FOR FISCAL YEAR 2020-2 | 78.20 |
| 6201 | 14741085 | LYNN'S LOCKSMITH SERVICE | 1/11/21 | 126E AND 129E KEYS | 289.13 |
| 6201 | 14741093 | WILKINSON HADLEY KING & CO LLP | 1/11/21 | PROGRESS BILL FOR 2019-2020 AU | 5,920.00 |
| 6201 | 14741923 | MRC | 1/14/21 | BLANKET PURCHASE ORDER FOR FIS | 250.57 |
| 6201 | 14743255 | AT&T | 1/19/21 | BLANKET FOR FISCAL YEAR 2020-2 | 81.60 |
| 6201 | 14743257 | COX COMMUNICATIONS | 1/19/21 | BLANKET FOR 2020-21 FISCAL YEA | 715.83 |
| 6201 | 14743258 | EDCO DISPOSAL CORPORATION | 1/19/21 | BLANKET FOR FISCAL YEAR 2020-2 | 201.36 |
| 6201 | 14743260 | LAKESIDE WATER DISTRICT | 1/19/21 | BLANKET FOR FISCAL YEAR 2020-2 | 173.85 |
| 6201 | 14744223 | AARDVARK ANT & PEST CONTROL, INC | 1/21/21 | EVERY OTHER MONTH SERVICE | 209.00 |
| 6201 | 14744228 | HOME DEPOT CREDIT SERVICES | 1/21/21 | BLANKET FOR FISCAL YEAR 2020-2 | 610.44 |
| 6201 | 14744234 | PITNEY BOWES INC. | 1/21/21 | BLANKET FOR FISCAL YEAR 2020-2 | 104.94 |
| 6201 | 14744237 | SOUTHWEST SCHOOL & OFFICE SUPPLY | 1/21/21 | BLANKET FOR FISCAL YEAR 2020-2 | 34.56 |
| 6201 | 14746087 | SAN DIEGO GAS & ELECTRIC | 1/28/21 | BLANKET FOR FISCAL YEAR 2020-2 | 2,365.55 |
| 6201 | 14746088 | SPARKLETTS | 1/28/21 | BLANKET FOR FISCAL YEAR 2020-2 | 130.44 |
| 6201 | 14746090 | CA DEPT OF TAX AND FEE ADMINISTRATION | 1/28/21 | SALES AND USE TAX RETURN | 0.56 |
| 6201 Total | | | RIVER VALLEY CHARTER | | 17,495.61 |
| Grand Total | | | | | 891,164.04 |

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: February 11, 2021

Agenda Item:

REVOLVING CASH REGISTER

Background (Describe purpose/rationale of the agenda item):

LISTING OF ALL TRANSACTIONS (REIMBURSEMENTS, MILEAGE EXPENSES ETC) FOR THE MONTH PRIOR TO BOARD MEETING

Fiscal Impact (Cost):

\$10,755.80

Funding Source:

GENERAL FUND, DONATION ACCOUNTS, ETC.

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

Recommended Action:

- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

Originating Department/School: Business Services

Submitted/Recommended By:
Board:


Erin Garcia, Assistant Superintendent

Approved for Submission to the Governing


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member



Lakeside Union School District
Revolving Cash Register
January 2021

| Date | Num | Name | Memo/Description | Amount |
|------------|-------|----------------------------|--|-------------------|
| 01/04/2021 | 39049 | Leigh Ann Bozung | Smart & Final - Molasses | -19.19 |
| 01/04/2021 | 39050 | Jerred Murphy | Costco - Heaters For LF And Extra Lanterns For The Centers. | -468.56 |
| 01/04/2021 | 39051 | Denise Purgason | Walmart - School Supplies, Markers, Pencils. | -82.37 |
| 01/04/2021 | 39052 | Pam Hartnett | Costco - Disinfecting Wipes. | -16.15 |
| 01/04/2021 | 39053 | Debra Ertz | Voided Printer Error- Refund Of March 2020 Lion King Tickets. | 0.00 |
| 01/04/2021 | 39054 | Jessa Smith | Voided Printer Error- Refund Of March 2020 Lion King Tickets. | 0.00 |
| 01/04/2021 | 39055 | Jennifer Martinez | Voided Printer Error- Refund Of March 2020 Lion King Tickets. | 0.00 |
| 01/04/2021 | 39056 | Debra Ertz | Refund Of March 2020 Lion King Tickets. | -100.00 |
| 01/04/2021 | 39057 | Jessa Smith | Refund Of March 2020 Lion King Tickets. | -165.00 |
| 01/04/2021 | 39058 | Jennifer Martinez | Refund Of March 2020 Lion King Tickets. | -60.00 |
| 01/06/2021 | 39059 | Kim Messina | Dessert Concert Decorations - Michael Cellophane. Replacing Overage Warrant #38654 in the amount of \$114.48 | -114.48 |
| 01/06/2021 | 39060 | Jennifer Speedie | Eucalyptus Hills - End Of Year Buckets (All Students). Replacing Overage Warrant \$103.44 | -103.44 |
| 01/06/2021 | 39061 | Emily Okerlund | Teachers Pay Teachers Curriculum - Spanish - Picture Dictionary, Alpha Posters & Sound Strips, Pattern Block Mats, Letter Match, Number Puzzles, Teen Number Center. Replacing Overage Warrant #38656 in the amount of \$21.00 | -21.00 |
| 01/06/2021 | 39062 | Kim Messina | Shoegoo Adhesive & Glue & Oceanside Sound Off Choir Fee. (Replacing Overage Warrant #38653 in the amount of \$655.40) | -655.40 |
| 01/08/2021 | 39063 | Kylie Bowlus | November 2020 Payroll - Time Owed. | -457.69 |
| 01/13/2021 | 39064 | Robyn Bowman | Costco - Cleaning Supplies | -118.66 |
| 01/13/2021 | 39065 | Katie Corson | American Speech And Hearing Association Membership. | -225.00 |
| 01/13/2021 | 39066 | Amber Fitzpatrick | Dollar Tree - (22) Incentives. | -23.71 |
| 01/13/2021 | 39067 | Renee Kerr | Refund Of Chase Kerr's School Lunch Account. | -36.00 |
| 01/13/2021 | 39068 | Won Mi Kim | Michaels - Instructional Materials - Scratch And Color, Felt Stocking Maker, Cocoa Bus Materials. | -41.96 |
| 01/13/2021 | 39069 | Kim Messina | Sweatshirts & T-Shirts And Show Choir Jacket Embroidery. | -547.81 |
| 01/13/2021 | 39070 | Alana Miller | Dollar Tree - Pom Poms, DIY Balls, Dawn Ultra, Rag Doll. | -24.98 |
| 01/13/2021 | 39071 | Monique Rappleyea | CAHPERD Conference - 11/13/20 -11/14/20 | -30.00 |
| 01/13/2021 | 39072 | Cory Semonson | ASHA Certification & December Boom Learning. | -283.00 |
| 01/13/2021 | 39073 | Elaine Thornton | Walmart & Costco - Photo's, Spark Cider, Jingle Bells, Wiggle Eyes. | -11.21 |
| 01/13/2021 | 39074 | Fonda Tripp | wpspublish.com CASL-2 Digital Easel (W-685CP), Digital Easel (W-685DP), Digital Easel (W-685EP). | -244.50 |
| 01/13/2021 | 39075 | Heather Watson | Costco - Cleaning Supplies | -59.01 |
| 01/14/2021 | 39076 | Adam Muhtaseb | December 2020 Payroll - Check Was Not Received Via The Mail. | -3,815.03 |
| 01/26/2021 | 39077 | Cathy Andrews | TPT - Reading Bundle. | -24.00 |
| 01/26/2021 | 39078 | Stacey Bailey | Refund Of Jonathan Bailey's School Lunch Account. | -101.00 |
| 01/26/2021 | 39079 | Leigh Ann Bozung | Smart & Final - (12) Souffle Cups & (1) Coffee. | -41.46 |
| 01/26/2021 | 39080 | Jerred Murphy | Costco - 26 Pizzas For PD Day. | -278.75 |
| 01/26/2021 | 39081 | Jackie Siragusa | Home Depot & Walmart - Storage Boxes For Teachers & Patrol Shed & Storage Room. | -196.14 |
| 01/26/2021 | 39082 | Renie Mader | Covid Refund. | -143.50 |
| 01/26/2021 | 39083 | Michelle Lowrey | Refund Of Riverview ESS Tuition. | -45.00 |
| 01/27/2021 | 39084 | Ryan Kaslo | Refund Of ESS RV Fees. | -45.00 |
| 01/29/2021 | 39085 | Kylie Bowlus | Voided - December 2020 Payroll - Time Owed. | 0.00 |
| 01/29/2021 | 39086 | Kylie Bowlus | December 2020 Payroll - Time Owed. | -181.18 |
| 01/29/2021 | 39087 | Delia Shook | January 2020 Payroll - Benefit Deductions Processed On Final Paycheck. | -1,067.14 |
| 01/29/2021 | 39088 | Darien Balderas Ordenez | January 2020 Payroll - Employee Notified H.R. That She Was Not Returning To Work. January 2020 Payroll - Employee Returned From Baby Bonding, But H.R. Was Not Informed Until After Payroll Ran. | -353.76 |
| 01/29/2021 | 39089 | Janeth Cruz | | -554.72 |
| | | | | -10,755.80 |

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: February 11, 2021

Agenda Item:

Ratification of P Card expenditure transactions for the month of December 2020.

Background (Describe purpose/rationale of the agenda item):

It is recommended that The Governing Board approve/ratify expenditure transactions charged to District P Cards for the month of December 2020.

Fiscal Impact (Cost):

\$7,211.05

Funding Source:

General Fund Total: \$5,335.74, Child Development Fund Total: \$671.82, Food Service Fund Total: \$1,203.49

Addresses Emphasis Goal(s):

☐ #1: Academic Achievement

☐ #2: Social Emotional

☐ #3: Physical Environments

Recommended Action:

☐ Informational

☐ Denial/Rejection

☐ Discussion

☒ Ratification

☐ Approval

☐ Explanation: [Click here to enter text.](#)

☐ Adoption

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Erin Garcia, Assistant Superintendent


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member 

DECEMBER 2020 MISSION FEDERAL P-CARD LEDGER

| ACCT NAME | POST DATE | AMT | MERCHANT NAME | FIN.ACCOUNTING CODE | FIN.EXPENSE DESCRIPTION |
|-------------------|------------|--------------------|------------------------|--|--|
| BEISIGL,BRIAN | 12/04/2020 | \$ 506.55 | AMAZON WEB SERVICES | 0100 0000000 0000 7700 5800000 189 730 | AMAZON CLOUD HOSTING SERVICE |
| | 12/17/2020 | \$ 739.98 | DNH*GODADDY.COM | 0100 0000000 0000 7700 5800000 189 730 | REGISTRATION OF DOMAIN WEBSITE |
| | | \$ 1,246.53 | | 0100 0000000 0000 7700 5800000 189 730 | |
| BOWMAN,ROBYN | 12/17/2020 | \$ 43.06 | SAMSClub #6235 | 1200-6105000-0001-1000-4300000-376-205 | GLOVES |
| | 12/14/2020 | \$ 102.58 | OFFICE DEPOT #908 | 1200-6105000-0001-1000-4300000-376-205 | GLUESTICKS, DESK PAD, TAPE, MISC OFFICE SUPPLIES |
| | 12/13/2020 | \$ 5.39 | DOLLAR TREE | 1200-6105000-0001-1000-4300000-376-205 | HOLIDAY DECORATIONS |
| | 12/10/2020 | \$ 10.76 | GTM DISCOUNT GENERAL S | 1200-6105000-0001-1000-4300000-376-205 | HOLIDAY DECORATIONS |
| | 12/03/2020 | \$ 84.22 | SAMSClub #6235 | 1200-6105000-0001-1000-4300000-376-205 | PAPER PRODUCTS, SNACK SUPPLIES, ART SUPPLIES... |
| | 12/17/2020 | \$ 238.94 | SAMS CLUB #6235 | 1200-6105000-0001-1000-4300000-376-205 | PAPER SUPPLIES, GLOVES, SNACK SUPPLIES, ETC |
| | | \$ 484.95 | | 1200-6105000-0001-1000-4300000-376-205 | |
| BOWMAN,ROBYN | 12/20/2020 | \$ 5.00 | CORODATA SHREDDING INC | 1200-6105000-0001-1000-5800000-376-205 | DOCUMENT SHREDDING SERVICE |
| | | \$ 5.00 | | 1200-6105000-0001-1000-5800000-376-205 | |
| COX,GRACE | 12/13/2020 | \$ 263.33 | AWL*PEARSON EDUCATION | 0100 6500300 5760 1190 4300000 189 640 | WIAT III ENHANCED RECORD FORMS FOR FONDA TRIP/SPECIAL ED |
| | | \$ 263.33 | | 0100 6500300 5760 1190 4300000 189 640 | |
| COX, GRACE | 12/13/20 | \$ 125.00 | AWL*PEARSON EDUCATION | 010001100300 5760 1190 4300000 189 640 | WIAT III ENHANCED RECORD FORMS FOR FONDA TRIP/SPECIAL ED |
| | | \$ 125.00 | | 010001100300 5760 1190 4300000 189 640 | |
| DEROSIER,LISA A | 12/03/2020 | \$ 375.00 | CALIFORNIA SCHOOL BOAR | 0100 0000000 0000 7100 5200010 189610 | NEW BOARD MEMBER ORIENTATION FOR L. HOEFER MOIR |
| | | \$ 375.00 | | 0100 0000000 0000 7100 5200010 189610 | |
| GARCIA,ERIN | 12/17/2020 | \$ 17.96 | ALLIES GIFTS AND SHIPP | 0100 0000000 0000 7200 5900010 189 670 | POSTAGE FOR CHECKS |
| | | \$ 17.96 | | 0100 0000000 0000 7200 5900010 189 670 | |
| JOHNSEN,ANDREW | 12/09/2020 | \$ 9.99 | APPLE.COM/BILL | 0100 0000000 0000 7200 4300000 189 610 | AUDIO BOOK: PYRAMID OF SUCCESS |
| | | \$ 9.99 | | 0100 0000000 0000 7200 4300000 189 610 | |
| JOHNSEN,ANDREW | 12/04/2020 | \$ 400.00 | CALIFORNIA SCHOOL BOAR | 0100 0000000 0000 7100 5200010 189 610 | NEW BOARD MEMBER ORIENTATION WITH L. HOEFER MOIR AND A. JOHNSEN |
| | | \$ 400.00 | | 0100 0000000 0000 7100 5200010 189610 | |
| MORALES,JULIO C | 12/02/2020 | \$ 89.00 | CASBO | 0100 0000000 0000 7200 5200010 189 650 | REG. FOR CASBO HR SUMMIT |
| | 12/02/2020 | \$ 195.00 | SCHOOL SERVICES OF CAL | 0100 0000000 0000 7200 5200010 189 650 | SSCAL PLANNING FOR REDUCTIONS IN WORKFORCE WEBINAR |
| | | \$ 284.00 | | 0100 0000000 0000 7200 5200010 189 650 | |
| MORALES,JULIO C | 12/10/2020 | \$ 149.00 | PAYPAL *AALRR | 0100 0000000 0000 7200 5800000 189 650 | ATKINSON, ANDELSON, LOYA ATTORNEYS- EMPLOYMENT LAWS, REGULATIONS |
| | | \$ 149.00 | | 0100 0000000 0000 7200 5800000 189 650 | |
| MULL,STEVE | 12/09/2020 | \$ 135.00 | GOFORMATIVE.COM | 0100 0952100 1110 1000 5800092 350 250 | MATH SUBSCRIPTION 12/8/20 TO 12/8/21 |
| | | \$ 135.00 | | 0100 0952100 1110 1000 5800092 350 250 | |
| MURPHY,JERRED C | 12/18/2020 | \$ 80.28 | HOBBY-LOBBY #658 | 1200-9010200-8500-5000-4300000-781-205 | PAPER CRAFT ART SUPPLIES |
| | 12/20/2020 | \$ 17.94 | LITTLE CAESARS 3154-00 | 1200-9010200-8500-5000-4300000-781-205 | PIZZA FOR LUNCHES FOR CAMP STUDENTS |
| | 12/08/2020 | \$ 29.90 | SAMS CLUB #6235 | 1200-9010200-8500-5000-4300000-781-205 | SUGAR COOKIE DOUGH, HOT CHOCOLATE MIX |
| | 12/08/2020 | \$ 53.75 | SAMSClub #6235 | 1200-9010200-8500-5000-4300000-781-205 | WIRELESS SPEAKER |
| | | \$ 181.87 | | 1200-9010200-8500-5000-4300000-781-205 | |
| REED,KIM | 12/22/2020 | \$ 259.00 | ASS CAL SCH ADMIN | 0100 0000000 0000 7200 5200010 189 630 | NEGOTIATORS' SYMPOSIUM CONFERENCE |
| | | \$ 259.00 | | 0100 0000000 0000 7200 5200010 189 630 | |
| ROSA,JIM | 12/01/2020 | \$ 335.53 | BULK BOOKSTORE | 0100 09800000 1110 1000 4300000 343 110 | 60 OF BLOOD ON THE RIVER BOOKS |
| | 12/01/2020 | \$ 297.39 | BULK BOOKSTORE | 0100 09800000 1110 1000 4300000 343 110 | 60 OF TUCK EVERLASTING BOOKS |
| | 12/02/2020 | \$ 330.01 | WWBW WEB | 0100 09800000 1110 1000 4300000 343 110 | 83 MUSIC RECORDERS |
| | | \$ 962.93 | | 0100 09800000 1110 1000 4300000 343 110 | |
| SINATRA,CHRISTINE | 12/02/2020 | \$ 930.00 | THE BREAKTHROUGH COACH | 0100 1100000 0000 7200 5200010 189 640 | VIRTUAL SESSION FOR JAIMI, DANIELLE AND CHRISTINE |
| | | \$ 930.00 | | 0100 1100000 0000 7200 5200010 189 640 | |
| SINATRA,CHRISTINE | 12/03/2020 | \$ 178.00 | CE*SPEECHPATHOLOGY.COM | 0100 6500300 5760 1190 5300000 189 640 | YEARLY MEMBERSHIP FOR CEU PROGRAM, GREGG & FANN |
| | | \$ 178.00 | | 0100 6500300 5760 1190 5300000 189 640 | |
| THOMAS,AMANDA | 12/17/2020 | 1,188.00 | TRADER JOE'S #024 QPS | 1300 5310000 0000 3700 4700000 189 770 | FOOD |
| | 12/13/2020 | \$ 15.49 | SMART AND FINAL 930 | 1300 5310000 0000 3700 4700000 189 770 | FOOD |
| | | \$ 1,203.49 | | 1300 5310000 0000 3700 4700000 189 770 | |

\$ 7,211.05

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: February 11, 2021

Agenda Item:

Ratification of Purchase Orders and Change Orders Listing (January 2021 to January 31, 2021)

Background (Describe purpose/rationale of the agenda item):

The Governing Board must ratify all purchase orders and change orders that have been created pursuant to the authority granted under Education Code 17605 and Board Policy 3300 that authorizes staff to purchase supplies, materials, equipment, and services up to the amounts specified in Public Contract Code 20111. In addition, the Governing Board should review and ratify all purchase orders and January 1, 2021 through January 31, 2021 is attached.

Fiscal Impact (Cost):

\$2,132,512.10

Funding Source:

General Fund Total: \$429,396.52, Pre-School Fund Total: \$5,742.99, Food Services Fund Total: \$15,662.59 Bond Fund Total: \$1,681,710.00

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

Recommended Action:

| | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input checked="" type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Erin Garcia, Assistant Superintendent


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member 

JANUARY 2020 PURCHASE ORDERS

| PO No. | Supplier | PO Ref | Fund | Site/Dept | Total by Account |
|------------|---------------------------------------|---------------------------|------|-------------|----------------------|
| 0000006649 | MACDOUGAL-MORRIS GROUP LLC | V2021-062 NPS | 0100 | SPED | \$ 68,794.00 |
| 0000006653 | SMARTTEST EDU, INC. | V2021-061 SUBSCRIPTION | 0100 | ED SVCS | \$ 2,199.00 |
| 0000006654 | MATH TRANSFORMATIONS | I2021-009 MATH CONSULTANT | 0100 | ED SVCS | \$ 28,000.00 |
| 0000006655 | THERAPY TRAVELERS, LLC. | V2021-062 MUSIC THERAPY | 0100 | PSYCH | \$ 50,000.00 |
| 0000006659 | VILLA SANTA MARIA, INC. | V2021-056 BLANKET NPS | 0100 | SPED | \$ 195,092.00 |
| 0000006660 | VERBAL BEHAVIOR ASSOCIATES, INC. | V2021-053 BLANKET | 0100 | SPED | \$ 20,000.00 |
| 0000006664 | NCS PEARSON, INC | TEST SCORING | 0100 | SPED | \$ 21.12 |
| 0000006665 | DEBRA DUPREE | I2021-013 PROF DEV | 0100 | HR | \$ 2,450.00 |
| 0000006666 | ERIC HALL & ASSOCIATES, LLC | V2021-040 HR CONSULTANT | 0100 | HR | \$ 6,000.00 |
| 0000006669 | NVLS PROFESSIONAL SERVICES LLC | ERATE CONSULTANT | 0100 | BUS SVCS | \$ 3,400.00 |
| 0000006672 | NCS PEARSON, INC | RECORD FORMS | 0100 | PSYCH | \$ 812.80 |
| 0000006673 | WESS TRANSPORTATION SERVICES | FIELD TRIP TRANSPORTATION | 0100 | RV | \$ 1,206.96 |
| 0000006674 | SD COUNTY SUPERINTENDENT OF SCHOOLS | GLAD TRAINING FOR 10 | 0100 | LP | \$ 4,700.00 |
| 0000006675 | ANTON'S SERVICE INC. | TREE TRIM SVS D.O.& LF | 0100 | MAINT | \$ 8,800.00 |
| 0000006679 | STATE WATER RESOURCES CONTROL BOARD | SWRCB PERMIT FEE | 0100 | MAINT/TRANS | \$ 150.00 |
| 0000006680 | APOLLO ELEVATOR MAINTENANCE | CHAIR LIFT REPAIRS | 0100 | MAINT | \$ 790.17 |
| 0000006683 | ALLIANCE FOR AFRICAN ASSISTANCE | INTERPRETING SERVICES | 0100 | LP | \$ 70.00 |
| 0000006684 | AIR POLLUTION CONTROL DISTRICT | AIR POLLUTION FEES | 0100 | MAINT | \$ 595.00 |
| 0000006685 | LIGHTS OUT DISPOSAL COMPANY | LIGHT BULB RECYCLING | 0100 | MAINT | \$ 3,000.00 |
| 0000006686 | THE PRINT BUTTON | CUME FOLDERS | 0100 | WG | \$ 421.08 |
| 0000006688 | ALLIANCE FOR AFRICAN ASSISTANCE | INTERPRETING SERVICES | 0100 | LP | \$ 195.00 |
| 0000006689 | DATTEL SYSTEMS INCORPORATED | 9 LAPTOPS | 0100 | ESS | \$ 11,485.98 |
| 0000006692 | JOHN BURROUGHS HIGH SCH. VOCAL ASSOC. | SHOW CHOIR REG FEES | 0100 | LMS | \$ 1,000.00 |
| 0000006693 | ALL FOUR STRINGS | INSTRUMENT REPAIRS | 0100 | LMS | \$ 898.69 |
| 0000006694 | PROJECT LEAD THE WAY | PARTICIPATION FEES | 0100 | LMS | \$ 950.00 |
| 0000006695 | WINTER GARDENS SMOG & TUNE | SMOG INSPECTIONS | 0100 | TECH | \$ 344.25 |
| 0000006696 | CONSCIOUS TEACHING | I2021-014 PROF DEV | 0100 | HR | \$ 3,600.00 |
| 0000006698 | MACDOUGAL-MORRIS GROUP LLC | V2020-030 LATE INVOICES | 0100 | SPED | \$ 808.40 |
| 0000006699 | SMARTTEST EDU, INC. | V2021-061 SUBSCRIPTION | 0100 | ED SVCS | \$ 440.00 |
| 0000006700 | NCS PEARSON, INC | FORMS | 0100 | SPED | \$ 364.00 |
| 0000006701 | KELLY PAPER | PAPER | 0100 | ED SVCS | \$ 2,573.07 |
| 0000006702 | WPOHS A MEDICAL CORPORATION | RESPIRATOR QUESTIONNAIRE | 0100 | HR | \$ 35.00 |
| 0000006704 | SCHOOL EMPLOYERS ASSOCIATION OF CA | NEGOTIATOR CONFERENCE | 0100 | HR | \$ 1,550.00 |
| | | | | | \$ 420,746.52 |
| 0000006689 | DATTEL SYSTEMS INCORPORATED | 9 LAPTOPS | 1200 | ESS | \$ 5,742.99 |
| | | | | | \$ 5,742.99 |
| 0000006648 | WAXIE SANITARY SUPPLY | 2020-21 BLANKET | 1300 | FS | \$ 1,000.00 |
| 0000006651 | PAYTON'S TRUE VALUE HARDWARE | KEYS | 1300 | FS | \$ 6.01 |
| 0000006663 | CASBO | PROFESSIONAL DEV | 1300 | FS | \$ 40.00 |

JANUARY 2020 PURCHASE ORDERS

| PO No. | Supplier | PO Ref | Fund | Site/Dept | Total by Account |
|--|---------------------------------|---------------------------|------|-----------|------------------------|
| 0000006667 | CHEMSEARCH | V2021-019 WATER TREATMENT | 1300 | FS | \$ 440.43 |
| 0000006670 | COUNTY OF SAN DIEGO, DEH | ENVIRONMENTAL HEALTH | 1300 | FS | \$ 1,455.00 |
| 0000006671 | INNOSEAL SYSTEMS, INC. | SEALING TAPE REFILL | 1300 | FS | \$ 492.00 |
| 0000006681 | CASBO | T&C | 1300 | FS | \$ 305.00 |
| 0000006682 | ROADONE | TOWING SERVICES | 1300 | FS | \$ 240.00 |
| 0000006690 | 4IMPRINT, INC. | TOTES | 1300 | FS | \$ 1,644.40 |
| 0000006691 | WINTER GARDENS SMOG & TUNE | VEHICLE SMOG INSPECTION | 1300 | FS | \$ 39.75 |
| 0000006697 | TOTAL SCHOOL SOLUTIONS | PROF DEV | 1300 | FS | \$ 4,500.00 |
| | | | | | \$ 10,162.59 |
| 0000006652 | SWRCB FEES | PERMIT REGISTRATION TDS | 2139 | BOND | \$ 553.00 |
| 0000006657 | JASON MALETIC | DSA INSP.SVCS LF PKNG LOT | 2139 | BOND | \$ 18,900.00 |
| 0000006661 | JASON MALETIC | DSA INSP SVCS TDS MPR | 2139 | BOND | \$ 101,430.00 |
| 0000006662 | JASON MALETIC | DSA INSP.SVCS TDS GYM | 2139 | BOND | \$ 101,430.00 |
| 0000006668 | BALFOUR BEATTY CONSTRUCTION LLC | CONSTRUCTION MGMT | 2139 | BOND | \$ 630,000.00 |
| 0000006678 | WHILLOCK CONTRACTING, INC. | PARKING LOT UPGRADE LF | 2139 | BOND | \$ 825,397.00 |
| 0000006703 | WILKINSON HADLEY KING & CO LLP | AUDIT SERVICES | 2139 | BOND | \$ 4,000.00 |
| | | | | | \$ 1,681,710.00 |
| CHANGE ORDER AMOUNT INFORMATION | | | | | |
| 0000006002 | ALLIED REFRIGERATION | 2020-21 BLANKET | 0100 | MAINT | \$ 2,500.00 |
| 0000006042 | AMAZON | 2020-21 BLANKET | 0100 | ED SVCS | \$ 3,650.00 |
| 0000006057 | IMPERIAL SPRINKLER SUPPLY | 2020-21 BLANKET | 0100 | MAINT | \$ 1,000.00 |
| 0000006261 | RAYNE | 2020-21 BLANKET | 0100 | LMS | \$ 500.00 |
| 0000006454 | A-Z BUS SALES | 2020-21 BLANKET | 0100 | TRANS | \$ 1,000.00 |
| | | | | | \$ 8,650.00 |
| 0000006149 | SYSCO | 2020-21 BLANKET | 1300 | FS | \$ 10,000.00 |
| 0000006150 | TEMPERATURE DESIGN RERIG. | 2020-21 BLANKET | 1300 | FS | \$ (4,500.00) |
| | | | | | \$ 5,500.00 |
| TOTAL PURCHASE ORDERS | | | | | \$ 2,118,362.10 |
| TOTAL CHANGE ORDERS | | | | | \$ 14,150.00 |
| TOTAL PO'S AND C/O'S | | | | | \$ 2,132,512.10 |

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: February 11, 2020

Agenda Item:

MOU between the District and the CSEA and its Lakeside Chapter 240 regarding amendment to the Classified Salary Schedule.

Background (Describe purpose/rationale of the agenda item):

Approval of an MOU between the District and the CSEA and its Lakeside Chapter 240 is requested. The MOU attached is an amendment to the Classified Salary Schedule. Due to the increase in the California minimum wage, 17 Classified Employees positions paid on Range 7-Step 1 and 2, Range 8-Step 1 and 2 and Range 9-Step 1 of the current Classified Salary Schedule will increase to \$14/hour as of Jan. 1, 2021. All other rates below \$14 per hour have increased to \$14 and no other hourly rates have changed.

Fiscal Impact (Cost):

Approx. \$3,634

Funding Source:

General Fund, Child Development Fund

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

Recommended Action:

| | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input checked="" type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Erin Garcia, Assistant Superintendent


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member 

**MEMORANDUM OF UNDERSTANDING BETWEEN
THE LAKESIDE UNION SCHOOL DISTRICT ("DISTRICT")
AND THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION,
LAKESIDE CHAPTER 240 ("CSEA")**

January 7, 2021

Amendment to the Classified Salary Schedule

This Memorandum of Understanding (MOU) is entered into by the Lakeside Union School District (District) and the California School Employees Association, Lakeside Chapter #240 (CSEA), (collectively, the "Parties").

The undersigned agree on behalf of the Parties to the following:

1. The Parties agree that the attached salary schedule and corresponding footnotes shall be implemented January 1, 2021.
2. The Parties further agree to amend their 2019-2022 Collective Bargaining Agreement such that the salary schedule and corresponding footnotes attached hereto, replace the existing salary schedule and footnotes effective January 1, 2021.
3. This MOU shall not be interpreted or considered in any way as establishing any precedent or practice on the part of the District.
4. This MOU is subject to ratification by the District's Governing Board and CSEA's internal process. The contents of this MOU represent the sole and only agreement of the Parties as to all issues related to its contents, and neither Party has relied upon any representations by the other which are not set forth herein.



David Myers, Lakeside CSEA Chapter President

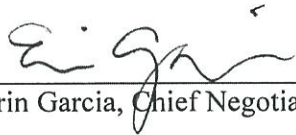
Dated: 1-8-21

[CONTINUED ON FOLLOWING PAGE]



Joni Collins, CSEA Labor Representative

Dated: 1-8-2021



Erin Garcia, Chief Negotiator

Dated: 1-8-2021

Date ratified by the District's Governing Board: _____

[CONTINUED ON FOLLOWING PAGES]

Lakeside Union School District
2020-2021 Classified Employees Salary Schedule
 Effective January 1, 2021

| RNG | STEP 1 | | STEP 2 | | STEP 3 | | STEP 4 | | STEP 5 | | STEP 6 | | STEP 7 | |
|-----|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
| | MONTH | HOUR | MONTH | HOUR | MONTH | HOUR | MONTH | HOUR | MONTH | HOUR | MONTH | HOUR | MONTH | HOUR |
| 7 | 2,427 | 14.00 | 2,427 | 14.00 | 2,473 | 14.26 | 2,585 | 14.91 | 2,702 | 15.59 | 2,834 | 16.35 | 2,901 | 16.74 |
| 8 | 2,427 | 14.00 | 2,427 | 14.00 | 2,528 | 14.58 | 2,643 | 15.25 | 2,768 | 15.97 | 2,893 | 16.69 | 2,965 | 17.11 |
| 9 | 2,427 | 14.00 | 2,477 | 14.29 | 2,608 | 15.05 | 2,711 | 15.64 | 2,844 | 16.41 | 2,965 | 17.11 | 3,043 | 17.55 |
| 10 | 2,436 | 14.05 | 2,529 | 14.59 | 2,662 | 15.36 | 2,771 | 15.99 | 2,898 | 16.72 | 3,037 | 17.52 | 3,106 | 17.92 |
| 11 | 2,482 | 14.32 | 2,590 | 14.94 | 2,721 | 15.70 | 2,844 | 16.41 | 2,965 | 17.11 | 3,106 | 17.92 | 3,189 | 18.40 |
| 12 | 2,539 | 14.65 | 2,663 | 15.36 | 2,775 | 16.01 | 2,904 | 16.75 | 3,047 | 17.58 | 3,184 | 18.37 | 3,263 | 18.83 |
| 13 | 2,591 | 14.95 | 2,702 | 15.59 | 2,832 | 16.34 | 2,949 | 17.01 | 3,081 | 17.78 | 3,225 | 18.61 | 3,302 | 19.05 |
| 14 | 2,662 | 15.36 | 2,768 | 15.97 | 2,881 | 16.62 | 3,021 | 17.43 | 3,148 | 18.16 | 3,288 | 18.97 | 3,373 | 19.46 |
| 15 | 2,702 | 15.59 | 2,832 | 16.34 | 2,949 | 17.01 | 3,081 | 17.78 | 3,225 | 18.61 | 3,360 | 19.38 | 3,445 | 19.87 |
| 16 | 2,768 | 15.97 | 2,881 | 16.62 | 3,021 | 17.43 | 3,148 | 18.16 | 3,288 | 18.97 | 3,444 | 19.87 | 3,528 | 20.35 |
| 17 | 2,832 | 16.34 | 2,949 | 17.01 | 3,081 | 17.78 | 3,225 | 18.61 | 3,360 | 19.38 | 3,505 | 20.22 | 3,594 | 20.73 |
| 18 | 2,881 | 16.62 | 3,021 | 17.43 | 3,148 | 18.16 | 3,288 | 18.97 | 3,444 | 19.87 | 3,588 | 20.70 | 3,675 | 21.20 |
| 19 | 2,949 | 17.01 | 3,081 | 17.78 | 3,225 | 18.61 | 3,360 | 19.38 | 3,505 | 20.22 | 3,671 | 21.18 | 3,767 | 21.73 |
| 20 | 3,021 | 17.43 | 3,148 | 18.16 | 3,288 | 18.97 | 3,444 | 19.87 | 3,588 | 20.70 | 3,758 | 21.68 | 3,850 | 22.21 |
| 21 | 3,081 | 17.78 | 3,225 | 18.61 | 3,360 | 19.38 | 3,505 | 20.22 | 3,670 | 21.17 | 3,839 | 22.15 | 3,939 | 22.73 |
| 22 | 3,148 | 18.16 | 3,288 | 18.97 | 3,444 | 19.87 | 3,588 | 20.70 | 3,758 | 21.68 | 3,925 | 22.64 | 4,028 | 23.24 |
| 23 | 3,225 | 18.61 | 3,360 | 19.38 | 3,505 | 20.22 | 3,670 | 21.17 | 3,839 | 22.15 | 4,007 | 23.11 | 4,111 | 23.71 |
| 24 | 3,288 | 18.97 | 3,444 | 19.87 | 3,588 | 20.70 | 3,758 | 21.68 | 3,925 | 22.64 | 4,107 | 23.69 | 4,207 | 24.27 |
| 25 | 3,360 | 19.38 | 3,505 | 20.22 | 3,670 | 21.17 | 3,839 | 22.15 | 4,007 | 23.11 | 4,195 | 24.20 | 4,302 | 24.82 |
| 26 | 3,444 | 19.87 | 3,588 | 20.70 | 3,758 | 21.68 | 3,925 | 22.64 | 4,107 | 23.69 | 4,301 | 24.82 | 4,406 | 25.42 |
| 27 | 3,505 | 20.22 | 3,670 | 21.17 | 3,839 | 22.15 | 4,007 | 23.11 | 4,195 | 24.20 | 4,398 | 25.37 | 4,507 | 26.00 |
| 28 | 3,588 | 20.70 | 3,758 | 21.68 | 3,925 | 22.64 | 4,107 | 23.69 | 4,301 | 24.82 | 4,480 | 25.85 | 4,598 | 26.53 |
| 29 | 3,670 | 21.17 | 3,839 | 22.15 | 4,007 | 23.11 | 4,195 | 24.20 | 4,398 | 25.37 | 4,598 | 26.53 | 4,714 | 27.20 |
| 30 | 3,758 | 21.68 | 3,925 | 22.64 | 4,107 | 23.69 | 4,301 | 24.82 | 4,480 | 25.85 | 4,685 | 27.03 | 4,809 | 27.75 |
| 31 | 3,839 | 22.15 | 4,007 | 23.11 | 4,195 | 24.20 | 4,398 | 25.37 | 4,598 | 26.53 | 4,805 | 27.72 | 4,920 | 28.38 |
| 32 | 3,925 | 22.64 | 4,107 | 23.69 | 4,301 | 24.82 | 4,480 | 25.85 | 4,685 | 27.03 | 4,920 | 28.38 | 5,045 | 29.11 |
| 33 | 4,014 | 23.16 | 4,214 | 24.31 | 4,412 | 25.45 | 4,623 | 26.67 | 4,847 | 27.96 | 5,089 | 29.36 | 5,211 | 30.06 |
| 34 | 4,113 | 23.73 | 4,315 | 24.89 | 4,520 | 26.07 | 4,745 | 27.38 | 4,971 | 28.68 | 5,211 | 30.06 | 5,347 | 30.85 |
| 35 | 4,224 | 24.37 | 4,417 | 25.48 | 4,628 | 26.70 | 4,851 | 27.99 | 5,095 | 29.39 | 5,341 | 30.81 | 5,471 | 31.56 |
| 36 | 4,315 | 24.89 | 4,520 | 26.07 | 4,745 | 27.38 | 4,971 | 28.68 | 5,211 | 30.06 | 5,457 | 31.48 | 5,597 | 32.29 |
| 37 | 4,417 | 25.48 | 4,628 | 26.70 | 4,851 | 27.99 | 5,095 | 29.39 | 5,341 | 30.81 | 5,597 | 32.29 | 5,737 | 33.10 |
| 38 | 6,008 | 34.66 | 6,228 | 35.93 | 6,446 | 37.19 | 6,666 | 38.46 | 6,886 | 39.73 | 7,103 | 40.98 | 7,325 | 42.26 |
| 55 | 4,148 | 23.93 | 4,231 | 24.41 | 4,317 | 24.90 | 4,402 | 25.40 | 4,490 | 25.90 | 4,580 | 26.42 | 4,671 | 26.95 |

Salary Schedule Footnotes on following page.

Board Approved: _____

Lakeside Union School District
2020-2021 Classified Employees Salary Schedule
Effective January 1, 2021

STEP INCREASES: All bargaining unit members progress one step annually on July 1.

All bargaining unit members hired after December 31, 2019 and with hire dates on January 1 to June 30 shall move to the next step annually on July 1 directly after their corresponding hire date anniversary.

All unit members hired on or after July 1, 2020 with hire dates on July 1 to December 31, shall move to the next step annually on July 1 directly before their corresponding hire date anniversary.

HOURLY RATES: Are determined by dividing the annual salary by 2,080.

DAILY RATES: Are determined by dividing the monthly salary by 21.67.

ANNIVERSARY INCREMENT: Beginning with the 10th year of continuous employment, 5% per month will be added to employees' salary. An additional 5% of the base salary will be added every five years thereafter per Article 10.9 of the contract.

Longevity: The District shall provide additional compensation for longevity as follows:

Bargaining unit employees hired before September 11, 2014, will receive compensation for longevity in accordance with "Anniversary Increment" provision in the Classified Salary Schedule. Bargaining unit employees hired on or after September 11, 2014, will receive compensation for longevity in accordance with "Anniversary Increment" provision in the Classified Salary Schedule except that longevity Anniversary Increments shall cease after the bargaining unit employees' 25th year.

Anniversary increments are aligned to July 1 such that all unit members receive credit for a year of employment annually on July 1.

All bargaining unit members hired after December 31, 2019 and with hire dates on January 1 to June 30 shall receive credit for one year of employment annually on July 1 directly after their corresponding hire date anniversary.

All unit members hired on or after July 1, 2020 with hire dates on July 1 to December 31, shall receive one year's credit annually on July 1 directly before their corresponding hire date anniversary.

The parties agree that seniority shall not be affected by any of the above changes.

DIFFERENTIAL PAY: Employees whose normal work day requires employment after 6:00 p.m. but before 5:00 a.m. shall receive a 2.0% shift differential for each hour regularly scheduled and actually worked during these hours. Custodians shall be eligible for this shift differential beginning at 5:00 p.m.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: February 11, 2021

Agenda Item:

Disclosure of the Collective Bargaining Agreement related to the Classified Salary Schedule range increases due to minimum wage increase January 1, 2021.

Background (Describe purpose/rationale of the agenda item):

Government Code 3547.5 requires local educational agencies to publicly disclose the provisions of all collective bargaining agreements before entering into a written agreement. The major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer.

Fiscal Impact (Cost):

Total Impact:

\$3,634.00

Funding Source:

General Fund and Child Development Fund

Recommended Action:

- | | |
|--|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input type="checkbox"/> Discussion | <input checked="" type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: . |

Originating Department/School: Business Services

Submitted/Recommended By:


Erin Garcia, Assistant Superintendent

Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member: 

Disclosure of Collective Bargaining Agreement

Page 1 of 7

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213);
GC § 3547.5 (Statutes of 2004, Chapter 52)

Lakeside Union School District

Name of Bargaining Unit: _____ CSEA Chapter 240 _____ Certificated: _____ Classified: _____ X _____

The proposed agreement covers the period: Beginning: _____ 7/1/2020 _____ Ending: _____ 6/30/2021 _____

This agreement will be acted upon by the Governing Board at its meeting on: _____ February 11, 2021 _____
Date

A. Proposed Change in Compensation

| Compensation | Cost Prior to Proposed Agreement (a) \$ | Fiscal Impact of Proposed Agreement | | | | | |
|---|---|-------------------------------------|----------|-----------------------|----------|----------------------|----------|
| | | Current Year 2020 - 2021 | | Year 2 2021 - 2022 | | Year 3 2022- 2023 | |
| | | (b) \$ | (c) % | (b) \$ | (c) % | (b) \$ | (c) % |
| 1. Step & Column - Increase (Decrease) due to movement plus any changes due to settlement | \$7,316,542 | \$0 | 0.00% | \$0.00 | 0.00% | \$0.00 | 0.00% |
| 2. Salary Schedule - Increase (Decrease) | \$7,316,542 | \$3,356 | 0.05% | \$6,713.00 | 0.09% | \$0.00 | 0.00% |
| 3. Other Compensation - Increase (Decrease) in Stipends, Bonuses, etc. | \$7,321,042 | \$0 | 0.00% | \$0.00 | 0.00% | \$0.00 | 0.00% |
| 4. Statutory Benefits - Increase (Decrease) in STRS, PERS, FICA, WC, UI, Medicare, etc. | \$2,185,582 | \$278 | 0.01% | \$556.00 | 0.03% | \$0.00 | 0.00% |
| 5. Health/Welfare Benefits - Increase (Decrease) | \$2,418,899 | \$0 | 0.00% | \$0.00 | 0.00% | \$0.00 | 0.00% |
| 6. Total Compensation - Increase (Decrease) Total Lines 3(a), 4(a), 5(a) | \$11,925,523 | \$3,634 | 0.03% | \$7,269.00 | 0.06% | \$0.00 | 0.00% |
| 7. Total Number of Represented Employees | 230.34 | 16.00 | | 16.00 | | | |
| 8. Total Compensation Cost for Average Employee - Increase (Decrease) | \$51,773.57 | \$227 | 0.44% | \$454.31 | 0.87% | | |

Impact on other Funds:

Fund 12 will be impacted by \$296 for the remaining 2020-21 fiscal year and \$593 for 2021-22.

A. Provide a brief narrative of the proposed change in compensation, including percentage change(s), effective date(s), and comments and explanations as necessary:

Due to the increase in CA minimum wage, 17 classified positions paid on Range 7-Step 1 and 2, Range 8-Step 1 and 2, and Range 9-Step-1 of the Classified Employees Salary Schedule will experience an hourly rate increase to \$14 as of January 1, 2021. All hourly rates on the Classified Salary Schedule that were below \$14 per hour have been increased to \$14. No other hourly rates were changed.

B. Proposed Negotiated Changes in Non-Compensation Items (class size adjustments, staff development days, teacher prep time, etc.)

The MOU does not address and negotiated changes in non-compensation items.

C. What are the specific impacts on instructional/support programs to accommodate the settlement? Include the impact of non-negotiated changes such as staff reductions and program reductions/eliminations.

There are no impacts of non-negotiated changes to instructional/support programs to accommodate the agreement.

D. What contingency language is included in the proposed agreement?

Include specific areas identified for reopeners, applicable fiscal years, and specific contingency language.

This MOU is an amendment to the 2019-2022 Collective Bargaining Agreement. Annual re-openers include Article 10 (Salaries) and Article 12 (Employee Benefits) plus two additional articles of each party's choice.

E. Source of Funding for Proposed Agreement

1. Current Year – General Fund

Approximately \$3,634 from the General Fund and \$296 from Fund 12.

2. How will the ongoing cost of the proposed agreement be funded in future years?

The future year impacts are also funded by the General Fund and any other impacted funds that will pay an employee paid on the affected range/step of the Classified Salary Schedule.

3. If multi-year agreement, what is the source of funding, including assumptions used, to fund these obligations in future years? (Remember to include compounding effects in meeting obligations)

This General Fund and other impacted funds will continue to fund the fiscal impact of this agreement.

F. Impact of Proposed Agreement on Current Year Unrestricted Reserves

Page 4 of 7

1. State Reserve Standard

| | |
|---|--------------|
| a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement) | \$60,831,741 |
| b. State Standard Minimum Reserve Percentage for this District | 3.00% |
| c. Projected P-2 ADA | 4,806.47 |
| d. State Standard Minimum Reserve Amount for this District (Line 1a times Line 1b, or \$50,000, whichever is greater, for a district with less than 1,001 ADA) | \$1,824,952 |

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

| | |
|---|--------------|
| a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties | \$1,824,952 |
| b. General Fund Budgeted Unrestricted Unappropriated Amount | \$8,370,150 |
| c. Special Reserve Fund 17-Budgeted Designated for Economic Uncertainties | |
| d. Special Reserve Fund 17-Budgeted Unappropriated Amount | |
| e. Total District Budgeted Unrestricted Reserves | \$10,195,102 |

3. Do unrestricted reserves meet the state standard minimum reserve amount?

☒ Yes

No

G. Certification

The information provided in this document summarized the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement in accordance with the requirements of AB 1200 and Government Code § 3547.5.

We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.

District Superintendent
(Signature)

Date

Chief Business Official
(Signature)

Date

Contact Person: _____ Telephone No.: _____

H. Impact of Proposed Agreement on Current Year Operating Budget*

Date of governing board approval of budget revisions in Col. 2: February 11, 2021
 in accordance with Education Code § 42142 and Government Code § 3547.5

Provide a copy of board-approved budget revisions and board minutes. In addition, provide two expenditure reports generated by the district's financial system: one showing the budget by major object before the changes and a second showing the budget by major object after the changes.

If the board-approved revisions are different from the proposed budget adjustments in Col. 2, provide a revised report upon approval of the district governing board.

| | (Col. 1) Latest Board- Approved Budget Before Settlement as of First Interim 10-31-2020 | (Col. 2) Adjustments as a Result of Settlement | (Col. 3) Other Revisions CSEA MOU Approved 2/11/2021 | (Col. 4) (Cols. 1 + 2 + 3) Total Impact on Budget |
|---|---|---|---|--|
| REVENUES: | | | | |
| LCFF Sources (8010-8099) | 44,092,601 | 0 | 0 | 44,092,601 |
| Remaining Revenues (8100-8799) | 16,862,670 | 0 | 0 | 16,862,670 |
| TOTAL REVENUES | 60,955,271 | 0 | 0 | 60,955,271 |
| EXPENDITURES: | | | | 0 |
| 1000 Certificated Salaries | 24,588,729 | 0 | 0 | 24,588,729 |
| 2000 Classified Salaries | 8,785,560 | 3,356 | 0 | 8,788,916 |
| 3000 Employee Benefits | 17,551,344 | 278 | 0 | 17,551,622 |
| 4000 Books and Supplies | 3,126,565 | 0 | 0 | 3,126,565 |
| 5000 Services and Operating Expenses | 6,788,072 | 0 | 0 | 6,788,072 |
| 6000 Capital Outlay | 93,851 | 0 | 0 | 93,851 |
| 7000 Other | (106,013) | 0 | 0 | (106,013) |
| TOTAL EXPENDITURES | 60,828,108 | 3,634 | 0 | 60,831,742 |
| OPERATING SURPLUS (DEFICIT) | 127,164 | (3,634) | 0 | 123,530 |
| OTHER SOURCES AND TRANSFERS IN | 0 | 0 | 0 | 0 |
| OTHER USES AND TRANSFERS OUT | 0 | 0 | 0 | 0 |
| CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE | 127,164 | (3,634) | 0 | 123,530 |
| BEGINNING BALANCE | 11,077,283 | 0 | 0 | 11,077,283 |
| CURRENT YEAR-ENDING BALANCE | 11,204,447 | (3,634) | 0 | 11,200,813 |
| COMPONENTS OF ENDING BALANCE: | | | | |
| Nonspendable (9711-9719) | 85,000 | 0 | 0 | 85,000 |
| Restricted (9740) | 520,710 | 0 | 0 | 520,710 |
| Committed (9750/9760) | 0 | 0 | 0 | 0 |
| Assigned (9780) | 400,000 | 0 | 0 | 400,000 |
| Reserve Economic Uncertainties (9789) | 1,824,843 | 109 | 0 | 1,824,952 |
| Unassigned/Unappropriated (9790) | 8,373,893 | (3,743) | 0 | 8,370,150 |

If the total amount of the adjustment in Column 2 does not agree with the amount of the total cost shown on page 1, please explain:

*This supplement is a composite recap of "all" the bargaining agreements shown on the preceding pages.

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: February 11, 2021

Agenda Item:

MOU between the District and the CSEA and its Chapter 240 regarding Classified School Employee Summer Assistance Program (CSESAP).

Background (Describe purpose/rationale of the agenda item):

Approval is requested of an MOU between the District and the CSEA and its Chapter 240 regarding the Classified Employee Summer Assistance Program (CSESAP). Upon approval of the Governing Board, the CSESAP program shall be effective for the 2021-22 school year only. Qualified classified employees can elect to contribute up to 10% of their annual pay, and the state of California will match up to dollar for dollar to be paid to employees during the summer of 2022. The district will incur costs related to administration of the program and statutory benefit costs of the state match.

Fiscal Impact (Cost):

Approximately \$16,037

Funding Source:

General Fund, Child Development and Cafeteria Funds

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

Recommended Action:

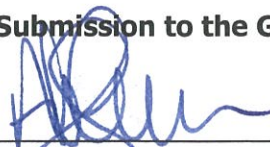
- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Erin Garcia, Assistant Superintendent


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member 

MEMORANDUM OF UNDERSTANDING
between the
Lakeside Union School District
and the
California School Employees Association and its Lakeside Chapter
No. 240

December 15, 2020

This Memorandum of Understanding ("MOU") is entered into between the LAKESIDE UNION SCHOOL DISTRICT ("DISTRICT") and the CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION and its LAKESIDE CHAPTER 240 ("CSEA"). The DISTRICT and the CSEA agree that this MOU fully settles, resolves and concludes all negotiations regarding the Classified School Employee Summer Assistance Program and that this MOU and shall be effective only after final ratification by the Governing Board of the District.

For the 2021-2022 school year, the District shall participate in the Classified School Employee Summer Assistance Program set forth in Education Code section 45500.

No later than February 19, 2021, the District and the CSEA shall convene two (2) joint informational meetings via video conference regarding the Classified School Employee Summer Assistance Program open to eligible classified employees. One of these meetings shall be held during regular business hours and after regular school hours and one shall be held during the middle of the business day.

If the state match funding provided is insufficient to provide one dollar (\$1) for each one dollar (\$1) that has been withheld from participating classified employee monthly paychecks, the District shall not be responsible to fund the difference between the state's contribution and the amount employees have withheld from their paychecks. Rather, the District will notify employees of the expected prorated amount of state match funds that each participating employee may expect to receive as a result of participating in the Classified School Employee Summer Assistance Program and employees may elect to withdraw his or her election to participate in the program or to reduce the amount to be withheld from his or her paycheck by notifying the District no later than 30 days after the start of the school year. Under no circumstances is the District responsible for matching any funds contributed by employees for the Classified School Employee Summer Assistance Program.

[CONTINUED ON FOLLOWING PAGE]

The District's participation in the Classified School Employee Summer Assistance Program automatically sunsets (is no longer in effect) June 30, 2022.



12/16/2020

Lisa Ford, President and Authorized Representative
For CSEA. Chapter 240



12/16/2020

Joan Collins
CSEA Labor Relations Representative



12-16-2020

Erin Garcia, Assistant Superintendent, Business Services
For the Lakeside Union School District

Date ratified by the District's Governing Board: 12/17/2020

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: February 11, 2021

Agenda Item:

Disclosure of the Collective Bargaining Agreement related to the Classified School Employee Summer Assistance Program (CSESAP) for the 2021-22 school year.

Background (Describe purpose/rationale of the agenda item):

Government Code 3547.5 requires local educational agencies to publicly disclose the provisions of all collective bargaining agreements before entering into a written agreement. The major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer.

Fiscal Impact (Cost):

Total Impact:

\$16,037

Funding Source:

General Fund, Child Development Fund, and Cafeteria Fund

Recommended Action:

- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: . |

Originating Department/School: Business Services

Submitted/Recommended By:


Erin Garcia, Assistant Superintendent

Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member:



Disclosure of Collective Bargaining Agreement

Page 1 of 7

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213);
GC § 3547.5 (Statutes of 2004, Chapter 52)

Lakeside Union School District

Name of Bargaining Unit: CSEA Chapter 240 Certificated: Classified: X

The proposed agreement covers the period: Beginning: 7/1/2020 Ending: 6/30/2021

This agreement will be acted upon by the Governing Board at its meeting on: February 11, 2021
Date

A. Proposed Change in Compensation

| Compensation | Cost Prior to Proposed Agreement (a) \$ | Fiscal Impact of Proposed Agreement | | | | | |
|--|---|-------------------------------------|----------|-----------------------|----------|----------------------|----------|
| | | Current Year 2020 - 2021 | | Year 2 2021 - 2022 | | Year 3 2022- 2023 | |
| | | (b) \$ | (c) % | (b) \$ | (c) % | (b) \$ | (c) % |
| 1. Step & Column - Increase (Decrease) due to movement plus any changes due to settlement | \$7,316,542 | \$0 | 0.00% | \$0.00 | 0.00% | \$0.00 | 0.00% |
| 2. Salary Schedule - Increase (Decrease) | \$7,316,542 | \$0 | 0.00% | \$0.00 | 0.00% | \$0.00 | 0.00% |
| 3. Other Compensation - Increase (Decrease) in Stipends, Bonuses, etc. | \$7,321,042 | \$0 | 0.00% | \$0.00 | 0.00% | \$0.00 | 0.00% |
| 4. Statutory Benefits - Increase (Decrease) in STRS, PERS, FICA, WC, UI, Medicare, etc. | \$2,185,582 | \$0 | 0.00% | \$0.00 | 0.00% | \$16,036.47 | 0.73% |
| 5. Health/Welfare Benefits - Increase (Decrease) | \$2,418,899 | \$0 | 0.00% | \$0.00 | 0.00% | \$0.00 | 0.00% |
| 6. Total Compensation - Increase (Decrease) Total Lines 3(a), 4(a), 5(a) | \$11,925,523 | \$0 | 0.00% | \$0.00 | 0.00% | \$16,036.47 | 0.13% |
| 7. Total Number of Represented Employees | 230.34 | 88.00 | | 88.00 | | 88.00 | |
| 8. Total Compensation Cost for Average Employee - Increase (Decrease) | \$51,773.57 | \$0 | 0.00% | \$0.00 | 0.00% | \$182.23 | 0.35% |

Impact on other Funds:

Employer statutory benefits will be paid out of the corresponding fund that pays the participating employee.

A. Provide a brief narrative of the proposed change in compensation, including percentage change(s), effective date(s), and comments and explanations as necessary:

Per the MOU, the District has agreed to participate in the 2021-22 Classified School Employee Summer Assistance Program (CSESAP). The cost for the District will be statutory benefits (FICA, Medicare, WC and SUI) for the state match funding. Estimated additional statutory benefits are \$16,036.47, to be paid out in July and August 2023.

B. Proposed Negotiated Changes in Non-Compensation Items (class size adjustments, staff development days, teacher prep time, etc.)

The MOU does not address any negotiated changes in non-compensation items.

C. What are the specific impacts on instructional/support programs to accommodate the settlement? Include the impact of non-negotiated changes such as staff reductions and program reductions/eliminations.

There are no impacts of non-negotiated changes to instructional/support programs to accommodate the agreement.

D. What contingency language is included in the proposed agreement?

Include specific areas identified for reopeners, applicable fiscal years, and specific contingency language.

This MOU affects the 2021-22 CSESAP participation year and the subsequent 2022-23 fiscal year, when the contributions will be paid out in July and/or August 2023 per Education Code section 455000. The District's participation in the CSESAP sunsets on June 30, 2022.

E. Source of Funding for Proposed Agreement

1. Current Year – General Fund

N/A – Does not affect the current 2020-21 fiscal year.

2. How will the ongoing cost of the proposed agreement be funded in future years?

The future year impacts will be a one-time payment of statutory costs in July and/or August 2023 funded by the General Fund.

3. If multi-year agreement, what is the source of funding, including assumptions used, to fund these obligations in future years? (Remember to include compounding effects in meeting obligations)

This agreement will affect the District with a one-time cost in July and/or August 2023.

F. Impact of Proposed Agreement on Current Year Unrestricted Reserves

Page 4 of 7

1. State Reserve Standard

| | |
|---|--------------|
| a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement) | \$60,831,741 |
| b. State Standard Minimum Reserve Percentage for this District | 3.00% |
| c. Projected P-2 ADA | 4,806.47 |
| d. State Standard Minimum Reserve Amount for this District (Line 1a times Line 1b, or \$50,000, whichever is greater, for a district with less than 1,001 ADA) | \$1,824,952 |

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

| | |
|---|--------------|
| a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties | \$1,824,952 |
| b. General Fund Budgeted Unrestricted Unappropriated Amount | \$8,370,150 |
| c. Special Reserve Fund 17-Budgeted Designated for Economic Uncertainties | |
| d. Special Reserve Fund 17-Budgeted Unappropriated Amount | |
| e. Total District Budgeted Unrestricted Reserves | \$10,195,102 |

3. Do unrestricted reserves meet the state standard minimum reserve amount?

☒ Yes

No

G. Certification

The information provided in this document summarized the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement in accordance with the requirements of AB 1200 and Government Code § 3547.5.

We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.

District Superintendent
(Signature)

Date

Chief Business Official
(Signature)

Date

Contact Person: _____ Telephone No.: _____

H. Impact of Proposed Agreement on Current Year Operating Budget*

Date of governing board approval of budget revisions in Col. 2: February 11, 2021
 in accordance with Education Code § 42142 and Government Code § 3547.5

Provide a copy of board-approved budget revisions and board minutes. In addition, provide two expenditure reports generated by the district's financial system: one showing the budget by major object before the changes and a second showing the budget by major object after the changes.

If the board-approved revisions are different from the proposed budget adjustments in Col. 2, provide a revised report upon approval of the district governing board.

| | (Col. 1) Latest Board- Approved Budget Before Settlement as of First Interim 10-31-2020 | (Col. 2) Adjustments as a Result of Settlement | (Col. 3) Other Revisions CSEA MOU Approved 2/11/2021 | (Col. 4) (Cols. 1 + 2 + 3) Total Impact on Budget |
|---|---|---|---|--|
| REVENUES: | | | | |
| LCFF Sources (8010-8099) | 44,092,601 | 0 | 0 | 44,092,601 |
| Remaining Revenues (8100-8799) | 16,862,670 | 0 | 0 | 16,862,670 |
| TOTAL REVENUES | 60,955,271 | 0 | 0 | 60,955,271 |
| EXPENDITURES: | | | | 0 |
| 1000 Certificated Salaries | 24,588,729 | 0 | 0 | 24,588,729 |
| 2000 Classified Salaries | 8,785,560 | 0 | 3,356 | 8,788,916 |
| 3000 Employee Benefits | 17,551,344 | 0 | 278 | 17,551,622 |
| 4000 Books and Supplies | 3,126,565 | 0 | 0 | 3,126,565 |
| 5000 Services and Operating Expenses | 6,788,072 | 0 | 0 | 6,788,072 |
| 6000 Capital Outlay | 93,851 | 0 | 0 | 93,851 |
| 7000 Other | (106,013) | 0 | 0 | (106,013) |
| TOTAL EXPENDITURES | 60,828,108 | 0 | 3,634 | 60,831,742 |
| OPERATING SURPLUS (DEFICIT) | 127,164 | 0 | (3,634) | 123,530 |
| OTHER SOURCES AND TRANSFERS IN | 0 | 0 | 0 | 0 |
| OTHER USES AND TRANSFERS OUT | 0 | 0 | 0 | 0 |
| CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE | 127,164 | 0 | (3,634) | 123,530 |
| BEGINNING BALANCE | 11,077,283 | 0 | 0 | 11,077,283 |
| CURRENT YEAR-ENDING BALANCE | 11,204,447 | 0 | (3,634) | 11,200,813 |
| COMPONENTS OF ENDING BALANCE: | | | | |
| Nonspendable (9711-9719) | 85,000 | 0 | 0 | 85,000 |
| Restricted (9740) | 520,710 | 0 | 0 | 520,710 |
| Committed (9750/9760) | 0 | 0 | 0 | 0 |
| Assigned (9780) | 400,000 | 0 | 0 | 400,000 |
| Reserve Economic Uncertainties (9789) | 1,824,843 | 0 | 109 | 1,824,952 |
| Unassigned/Unappropriated (9790) | 8,373,893 | 0 | (3,743) | 8,370,150 |

If the total amount of the adjustment in Column 2 does not agree with the amount of the total cost shown on page 1, please explain:

*This supplement is a composite recap of "all" the bargaining agreements shown on the preceding pages.

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: February 11, 2021

Agenda Item:

Approval of a Tentative Agreement with California School Employees Association (CSEA) and its Lakeside Chapter 240, regarding leaves.

Background (Describe purpose/rationale of the agenda item):

Approval is requested of a Tentative Agreement with CSEA and its Lakeside Chapter 240, amendment to the limited reopener, leaves. Because the Families First Coronavirus Response ACT expired 12/31/2020, the District shall provide leave to an employee for COVID-19 related reasons and only as listed in the attached agreement. The agreement shall be effective January 1, 2021 through June 30, 2021.

Fiscal Impact (Cost):

TBD, based on how many employees become eligible for leave. Leaves under the Families First Coronavirus Response Act (FFCRA) from July 2020-December 2020 cost the district approximately \$185,000.

Funding Source:

General Fund

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

Recommended Action:

| | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input checked="" type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Erin Garcia, Assistant Superintendent


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member 

TENTATIVE AGREEMENT
FOR AN
AMENDMENT RESOLVING THE CALIFORNIA SCHOOL EMPLOYEES
ASSOCIATION ("CSEA") LIMITED REOPENER TO THE AGREEMENT BETWEEN
THE LAKESIDE UNION SCHOOL DISTRICT
AND THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION ("CSEA")
AND ITS CHAPTER NO. 240

January 29, 2021

The California School Employees Association ("CSEA") and the Lakeside Union School District ("District") have reached a tentative agreement to fully resolve negotiations regarding CSEA's reopener on the subject matter of Leaves under the Lakeside Union School District and the CSEA's October 28, 2020 Side Letter of Agreement Regarding the COVID-19 Public Health Emergency for 2020-2021 ("Agreement").

The Parties Agree to amend subject matter LEAVES as set forth below:

Leaves

8. Subject to District approval, Employees shall have the ability to use leave consistent with the current law and the District's operational needs.
9. The District will not discharge, discipline, or discriminate against employees who lawfully take paid sick leave, expanded family and medical leave, or extended sick leave.
10. In the event a CSEA bargaining-unit employee is exposed to COVID-19, tests positive for COVID-19, or presents with symptoms of COVID-19 (fever, cough, or difficulty breathing) such employee shall not report to work and shall use the appropriate, available leave for time off work relating to such symptoms, such as sick leave, and vacation leave.
11. Given the Families First Coronavirus Response Act (FFCRA) expired on December 31, 2020, the District will provide leave to eligible employees as follows:
 - a. Employees will be entitled to use this leave in an amount equivalent to the number of days of leave that they did not exhaust under the FFCRA by December 31, 2020 and up to a maximum of 10 regular workdays.

- i. Employees who exhausted FFCRA leave before January 1, 2021 and are absent from work due to COVID-19 are entitled to use leaves available to them pursuant to the parties' 2019-2022 collective bargaining agreement.
 - ii. With the sole exception set forth in Paragraph 11(a)(iii) below, Employees who exhausted FFCRA leave before January 1, 2021 shall not be entitled to additional leave pursuant to this Agreement.
 - iii. Employees, including those who exhausted the 10 workdays of FFCRA leave before January 1, 2021, shall be eligible for leave to use when directed by the District to isolate or quarantine due to a close workplace contact and not authorized to work remotely or eligible for industrial illness, accident, workers compensation leave.
 - iv. Employees shall be paid at their regular rate while on leave pursuant to Paragraph 11 of this Agreement.
- b. Employees may use leave pursuant to Paragraph 11 of this Agreement for the following reasons only:
 - i. **Subject to Quarantine or Isolation Order** - Employees who are subject to a Federal, State, or local quarantine or isolation order related to COVID-19.
 - ii. **Advised to Self-Quarantine by Health Care Provider** - Employees who have been advised by a health care provider to self-quarantine related to COVID-19.
 - iii. **COVID-19 Symptoms** - Employees who are experiencing COVID-19 symptoms and are seeking a medical diagnosis.
- c. When requesting leave pursuant to Paragraph 11(b)(ii) of this Agreement, employees shall submit to the District medical verification in support of requests.
- d. Leave pursuant to Paragraph 11 of this Agreement shall be available to eligible employees for the period of January 1, 2021 through June 30, 2021 or when the District is required by law to provide any additional leave to employees, whichever is sooner.
- e. For the period of January 1, 2021 to the date this Agreement is ratified by the District's Governing Board, eligible employees may retroactively apply leave available pursuant to this Paragraph 11 to restore leave used for the reasons set forth in Paragraph 11(b) of this Agreement.

- f. Employees whose first day of District employment is after January 1, 2021 shall receive a maximum of 10 regular workdays of leave pursuant to Paragraph 11 of this Agreement.
- g. Employees eligible for leave pursuant to this section may draw this leave prior to other forms of paid or unpaid leave.
- h. If any other bargaining unit receives additional leave for the reasons set forth in Paragraph 11 of this Agreement, the District will provide the CSEA bargaining unit with the same.


12. Any unit member on an approved leave of absence, prior to and continuing during this Agreement, will continue as originally approved.

13. Unit members who provide to the District's Human Resources Department medical documentation of limitation(s) and/or restriction(s) shall engage with the District in an interactive process in accordance with the Americans with Disabilities Act of 1990. While reasonable accommodations depend on the particular position and circumstances, examples may include, but are not limited to enhanced PPE, physical barriers to separate employees from each other or the public; moving employees' workstations; or use of available leave.

[No additional changes to the subject matter of Leaves.]

This Agreement fully resolves the California School Employees Association ('CSEA') reopener on the subject matter of Leaves under the Lakeside Union School District and the CSEA's October 28, 2020 Side Letter of Agreement Regarding the COVID-19 Public Health Emergency for 2020-2021 ("Agreement") and is subject to ratification by the District's Governing Board and CSEA's internal process.

Dated: 2/1/2021

By: 
For CSEA

Dated: 2/1/2021

By: 
For CSEA

[SIGNATURES CONTINUE ON FOLLOWING PAGE]

Dated: 2-1-2021

By: E. Jari
For Lakeside Union School District

Date Ratified by the Lakeside Union School District's Governing Board: _____

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: February 11, 2021

Agenda Item:

Approval of a Tentative Agreement with Lakeside Teachers Association (LTA), regarding leaves.

Background (Describe purpose/rationale of the agenda item):

Approval is requested of a Tentative Agreement with Lakeside Teachers Association (LTA), amendment to the limited reopener, leaves. Because the Families First Coronavirus Response ACT expired 12/31/2020, the District shall provide leave to an employee for COVID-19 related reasons and only as listed in the attached agreement. The agreement shall be effective January 1, 2021 through June 30, 2021.

Fiscal Impact (Cost):

TBD, based on how many employees become eligible for leave. Leaves under the Families First Coronavirus Response Act (FFCRA) from July 2020-December 2020 cost the district approximately \$185,000.

Funding Source:

General Fund

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

Recommended Action:

| | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input checked="" type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Erin Garcia, Assistant Superintendent


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member 

TENTATIVE AGREEMENT
FOR AN
AMENDMENT RESOLVING THE LIMITED REOPENER TO THE AGREEMENT
BETWEEN

THE LAKESIDE UNION SCHOOL DISTRICT AND
THE LAKESIDE TEACHERS ASSOCIATION
REGARDING THE COVID-19 PUBLIC HEALTH EMERGENCY

February 2, 2021

The Lakeside Teachers Association ("LTA") and the Lakeside Union School District ("District") have reached a tentative agreement to fully resolve negotiations regarding the reopener on the subject matter of Leaves within the Lakeside Union School District and the Lakeside Teachers Association's September 10, 2020 Side Letter of Agreement Regarding the COVID-19 Public Health Emergency for 2020-2021 ("Agreement"). The parties mutually agreed to reopen the subject matter of Leaves on January 20, 2021. This Agreement is subject to ratification by the District's Governing Board.

The Parties Agree to amend subject matter LEAVES as set forth below:

Leaves

- A. Any unit member on an approved leave of absence, prior to and continuing through the closure of schools, will continue as originally approved.
- B. Unit members shall have the ability to use leave consistent with the current law and the District's procedures. Unit members shall submit leave requests to the District as soon as the need for such leave is known to the unit member. When requesting leave pursuant to the Families First Coronavirus Response Act (FFCRA), unit members shall submit to the District medical verification in support of requests for paid sick leave and adequate documentation in support of requests for expanded family and medical leave under FFCRA. The District will not discharge, discipline, or discriminate against unit members who lawfully take paid sick leave or expanded family and medical leave under the FFCRA.
- C. Given the FFCRA expired on December 31, 2020, the District will provide leave to eligible unit members as follows:
 - a. Unit members will be entitled to use this leave in an amount equivalent to the number of days of leave that they did not exhaust under the FFCRA by December 31, 2020 and up to a maximum of 10 regular workdays.

DS
EG
LUSD

DS
Page 1 of 3
LTA

- b. Unit members who exhausted FFCRA leave before January 1, 2021 and are absent from work due to COVID-19 are entitled to use leaves available to them pursuant to the parties' 2019-2022 collective bargaining agreement.
- c. With the sole exception of Leaves Paragraph C(d), below, unit members who exhausted FFCRA leave before January 1, 2021 shall not be entitled to additional leave pursuant to this Agreement.
- d. Unit members, including those who exhausted the 10 workdays of FFCRA leave before January 1, 2021, shall be eligible for leave to use when directed by the District to isolate or quarantine due to a close workplace contact and not authorized to work remotely or eligible for industrial illness, accident, workers compensation leave.
- e. While on leave pursuant to Leaves Paragraph C of this Agreement, unit members shall be paid at their regular rate.
- f. Unit members may use leave pursuant to Leaves Paragraph C of this Agreement for the following reasons only:
 - i. **Subject to Quarantine or Isolation Order** - Unit members who are subject to a Federal, State, or local quarantine or isolation order related to COVID-19.
 - ii. **Advised to Self-Quarantine by Health Care Provider** - Unit members who have been advised by a health care provider to self-quarantine related to COVID-19.
 - iii. **COVID-19 Symptoms** - Unit members who are experiencing COVID-19 symptoms and are seeking a medical diagnosis.
- g. When requesting leave pursuant to this Leaves Paragraph (C)(f)(ii), above, unit members shall submit to the District medical verification in support of requests.
- h. Leave pursuant to Paragraph C of this Agreement shall be available to eligible unit members for the period of January 1, 2021 through June 30, 2021 or when the District is required by law to provide any additional leave to unit members, whichever is sooner.
- i. For the period of January 1, 2021 to the date this Agreement is ratified by the District's Governing Board, eligible employees may retroactively apply leave available pursuant to this Paragraph C to restore leave used for the reasons set forth in Paragraph C(f) of this Agreement.

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LUSD

DS
Page 2 of 3
LTA

j. Employees whose first day of District employment is after January 1, 2021 shall receive 10 days of leave pursuant to Paragraph (C) of this Agreement.

D. Unit members who provide to the District's Human Resources Department medical documentation of limitation(s) and/or restriction(s) shall engage with the District in an interactive process in accordance with the Americans with Disabilities Act of 1990.

E. When unit members who take leave related to the novel coronavirus (COVID-19) for less than one school year, the District shall return such unit members to their prior assignment when District and site needs permit.

[No additional changes to the subject matter of Leaves.]

This Agreement fully resolves negotiations regarding the reopener on the subject matter of Leaves within the Lakeside Union School District and the Lakeside Teachers Association's September 10, 2020 Side Letter of Agreement Regarding the COVID-19 Public Health Emergency for 2020-2021 and is subject to ratification by the District's Governing Board. This Agreement is not precedent setting.

Dated: 2/3/2021

DocuSigned by:

 By: 36C18B66BF7442E...
 For LTA

Dated: 2/3/2021

DocuSigned by:

 By: FD9AE29F6DBE4FE...
 For Lakeside Union School District

Date Ratified by the Lakeside Union School District's Governing Board: _____

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 LUSD

DS

 LTA Page 3 of 3

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 2/11/21

Agenda Item:

Resolution No. 2021-16

Background (Describe purpose/rationale of the agenda item):

Resolution No. 2021-16 requesting approval of COVID-19 related leave for certificated and classified administration/management/confidential employees given the expiration of the Families First Coronavirus Response Act.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

☐ **Informational**

☐ **Denial**

☐ **Discussion**

☐ **Ratification**

☐ **Approval**

☐ **Explanation:** [Click here to enter text.](#)

☒ **Adoption**

Originating Department/School: Business Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Erin Garcia, Assistant Superintendent

Andy Johnsen, Ed.D, Superintendent

**BEFORE THE BOARD OF TRUSTEES OF THE
LAKESIDE UNION SCHOOL DISTRICT
SAN DIEGO COUNTY, CALIFORNIA
RESOLUTION 2021 - 16**

In the Matter of Approving COVID-19 Related Leave)
For Certificated and Classified Administration/)
Management/Confidential Employees Given the)
Expiration of the Families First Coronavirus)
Response Act)

WHEREAS, the additional leave available to employees for reasons related to COVID-19 pursuant to the Families First Coronavirus Response Act (FFCRA) expired December 31, 2020; and

WHEREAS, the Governing Board recognizes that COVID-19 continues to necessitate that Lakeside Union School District employees take leave when unable to work remotely and subject to quarantine or isolation order related to COVID-19, advised to self-quarantine by a health care provider related to COVID-19, and/or experiencing COVID-19 symptoms and are seeking a medical diagnosis.

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Lakeside Union School District as follows:

SECTION 1. The Governing Board finds it necessary to provide paid leave to all senior management, management, and confidential employees who are subject to quarantine or isolation order related to COVID-19, advised to self-quarantine by a health care provider related to COVID-19, and/or experiencing COVID-19 symptoms and are seeking a medical diagnosis in an amount equivalent to the number of days of leave that they did not exhaust under the FFCRA by December 31, 2020 and up to a maximum of 10 regular workdays.

SECTION 2. Such aforementioned employees shall also be eligible for additional paid leave to use when directed by the District to isolate or quarantine due to a close workplace contact and unable to work remotely or eligible for industrial illness, accident, workers compensation leave.

SECTION 3. Leave pursuant to this Resolution shall be available for the period of January 1, 2021 through June 30, 2021 or when the District is required by law to provide any additional leave to such employees, whichever is sooner.

SECTION 4. Employees on leave pursuant to this Resolution will be paid at their regular rate.

SECTION 5. This Board hereby certifies to the passage and adoption of this Resolution.

AND ADOPTED by the Governing Board of the Lakeside Union School District on February 11, 2021, by the following roll call vote:

AYES:

NOES:

ABSENT:

President, Board of Trustees
Lakeside Union School District

Attested by:

Secretary of the Board of Trustees

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: February 11, 2021

Agenda Item:

Approval of the February contracts list for the fiscal year, 2020-21.

Background (Describe purpose/rationale of the agenda item):

Approval is requested for the attached list of agreements with outside vendors for fiscal year, 2020-21.

Fiscal Impact (Cost):

See attached list.

Funding Source:

General Fund.

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

Recommended Action:

☐ **Informational** ☐ **Denial/Rejection**
☐ **Discussion** ☐ **Ratification**
☒ **Approval** ☐ **Explanation:** [Click here to enter text.](#)
☐ **Adoption**

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Erin Garcia, Assistant Superintendent


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member 

LUSD CONTRACTS

| Agency Name | Description | Contract # | Dept./Site | Began | Ends | Amount (not to exceed) |
|----------------------------------|--|-------------|-------------|-----------|------------|------------------------|
| Speech Tree Therapy Center, Inc. | IEE Services | I2021-015 | SPED | 1/15/2021 | 6/30/2021 | \$1,650.00 |
| Sports for Learning | Online Tutoring Support | I2021-016 | Ed Services | 2/22/2021 | 4/16/2021 | \$192,000.00 |
| WestEd | Addendum to NGSS Early Implementatin Initi | I2019-018 A | Ed Services | | 12/31/2021 | \$6,000.00 |

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 2/11/21

Agenda Item:

Donations

Background (Describe purpose/rationale of the agenda item):

Per Board Policy #3290, the Governing Board may accept any gift, grant, or bequest of money, property, or service to the district from any individual, private agency or organization, or other public agency that desires to support the district's educational program. While greatly appreciating suitable donations, the Board shall reject any gift which may directly or indirectly impair its authority to make decisions in the best interest of district students or its ability or commitment to provide equitable educational opportunities.

Fiscal Impact (Cost):

Site specific

Funding Source:

None

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

Recommended Action:

☐ **Informational** ☐ **Denial**
☐ **Discussion** ☐ **Ratification**
☒ **Approval** ☐ **Explanation:** [Click here to enter text.](#)

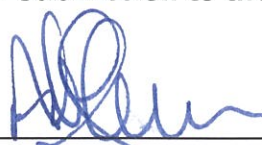
Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa DeRosier, Executive Assistant



Dr. Andy Johnsen, Superintendent

| Item | Approximate Value | Donated By | Designated for Use at: |
|------|-------------------|-----------------|------------------------------|
| | \$1,000 | Anonymous Donor | Clear Overdue Lunch Accounts |
| | \$2,578.42 | DonorsChoose | Various Sites |

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: February 11, 2021

Agenda Item:

School Plan for Student Achievement

Background (Describe purpose/rationale of the agenda item):

Each school site is required to develop a School Plan for Student Achievement (SPSA) annually. The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in EC Section 64000 will be used to improve the academic performance of all pupils. California Education Code (EC) Section 64001 requires that a School Site Council (SSC), comprised of an equal number of staff members and parents/community members develop the SPSA. The SSC's responsibilities include approving the plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities at least annual

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

Originating Department/School: Educational Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:

Principal/Department Head Signature

Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member 

This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.

COYOTE PACK

Eucalyptus Hills

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---------------------------------------|--------------------------------------|---|------------------------------|
| Eucalyptus Hills Elementary School | 37681890129288 | | |

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process. The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget and make modifications to the plan that reflect changing needs and priorities, as applicable.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Many surveys have gone out to our school community about our district's reopening plan to assess our needs during this unprecedented school year. On October 1, 2020, our school and district embarked on a new survey platform called Thought Exchange to seek input from parent and staff community to engage in a thoughtful conversation, where participants could see and react to responses from others. At the conclusion of the survey, the major themes that have emerged were presented to the Board of Trustees for consideration at their October 8th meeting. The LUSD Board of Trustees considered the inputs from the stakeholders to decide on timelines for moving forward with the reopening of our schools.

Our current board approved district reopening plan calls for three phases:

- * Phase 1: Distance learning for all students (August 20 - September 18)
- * Phase 2: Two-day a week hybrid model for students desiring in-person instruction (September 2 - current)
- * Phase 3: Full five-day a week in-person instruction for all students who have returned (anticipated).

Survey question: Parents/Guardians: What are your thoughts about transitioning on October 19th to Phase 3, full-time in-person instruction for all students who desire to attend school 5 days a week?

The survey results indicated the highest-ranked themes rose clearly to the top and were presented to the Board of Trustees, and there were many other comments throughout the survey responses that will be helpful for the planning. After much thought and deliberation, the board took action to extend Phase 2 (hybrid) and revisit the timelines again at their December meeting. This means that LUSD would remain in hybrid instruction with the current cohort A/B model at least through the end of December. The parent survey had 1839 total thoughts shared. Below are the top 10 highest-ranked inputs.

1. Thank you to the educators and staff for the hard work and determination to continue to educate children!
2. Kids safety should be most important
3. We must also give all of our teachers and admins grace. I don't think any of us could have planned for this. Being rude or ungrateful only makes everything worse and teaches our kids to act the same.
4. I am against following the original schedule to move to Phase 3 due to health concerns. While I appreciate the district asking our opinions, scientific facts and public health experts should guide this decision since we are in a pandemic.
5. I think they should extend phase 2. I think it's too soon to go 5 days a week
6. I do feel the school has done a great job dealing with this pandemic. Thank you!
7. Our poor teachers are near their breaking point, feeling bad about all of the changes and probably often putting themselves and their families last. They are the backbone of our children's lives in school and we have to keep this in mind.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Every classroom is visited weekly by the administrator for informal and formal observations.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of site developed classroom assessments
- Classroom observations of teaching
- Review of required instructional minutes in core academic areas
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction

Major findings from this analysis were: The amount of data to be reviewed was very limited with due to pandemic and our school closing on March 13, 2020. Although our Transitional Kindergarten play based learning school, focused on socio-emotional goals in the years past, our data analysis and research review led us to the conclusion that our students would best acquire the foundational English Language Arts and mathematical skills while we are asking students to socially distance while at school.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are fully credentialed and highly qualified. 2 of our 4 teachers have a bilingual authorization to teach Spanish immersion classes.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Eucalyptus Hills works with our district Human Resources department to ensure that our teachers are appropriately credentialed in California to teacher in a TK classroom.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to our play based philosophy at our 100% Transitional Kindergarten school.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
Eucalyptus Hills has 1 instructional team leader, who provides coaching and collaborative learning times in groups.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers meet weekly in school-wide teams, a 4 member TK team. Our PLC time is focused on a model of whole school teaching and learning and developing lesson plans and units for the earliest learners in our district.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers create, use, and follow TK grade level content and standards to plan lessons and analyze student progress.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Class schedules includes blocks of time for reading, target-language Language arts, and mathematics. Teachers cycle subject areas such as social studies and science and teach integrated units that address multiple subject areas to maximize use of instructional time.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

To ensure that all students receive the complete standards and play based curriculum, teachers meet regularly to build monthly and yearly pacing schedule for all curriculum.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to TK standards and play based model curriculum.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards aligned instructional materials in this early education play based TK program.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The basic instructional program provides support to all students. Instruction is differentiated in both the English and Spanish immersion classroom. Teachers work with small groups during centers to support student needs. Teachers provide instruction in target language, guided practice, and opportunities for independent practice.

Evidence-based educational practices to raise student achievement

Students receive individualized and personalized instruction in a small group setting.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents and families receive information and resources through Parent-Teacher Conferences, SST, and IEP meetings. Coffee with the Principal, Open House, and Family Nights encourage parent participation.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council is composed of parents and staff who meet regularly to follow the state and federal guidelines for funding sources. Beginning September, parents are encouraged to join the nomination and voting process to become members of this team. The goal is to have the makeup of SSC represent the demographics of our student population in order to have a full representation and voice from all groups. The council meets monthly to discuss the planning, implementation, and evaluation of school programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

NA

Fiscal support (EPC)

NA

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council meets once a month to review the site plan, budget, and SPSA. Our School Site council consists of 3 staff members and 3 community members.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

None based on needs assessment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 0.89% | % | 0% | 1 | | 0 |
| African American | 1.79% | 2.59% | 3.74% | 2 | 3 | 4 |
| Asian | 0.89% | 0.86% | 0.93% | 1 | 1 | 1 |
| Filipino | 1.79% | 0.86% | 0% | 2 | 1 | 0 |
| Hispanic/Latino | 36.61% | 33.62% | 31.78% | 41 | 39 | 34 |
| Pacific Islander | % | % | 0% | | | 0 |
| White | 54.46% | 58.62% | 51.4% | 61 | 68 | 55 |
| Multiple/No Response | % | % | 12.15% | | | 0 |
| Total Enrollment | | | | 112 | 116 | 107 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 112 | 116 | 107 |
| Total Enrollment | 112 | 116 | 107 |

Conclusions based on this data:

1. As a TK only site, Eucalyptus Hills serves approximately 100 students each year as a single grade school, with approximately 51% white, 32% Latino, 4% African American, and 1% Asian student population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | 9 | 6 | 5 | 8.0% | 5.2% | 4.7% |
| Fluent English Proficient (FEP) | 0 | 3 | 2 | 0 | 2.6% | 1.9% |
| Reclassified Fluent English Proficient (RFEP) | | 0 | 0 | 0 | 0.0% | 0.0% |

Conclusions based on this data:

1. At Eucalyptus Hills School, 4.7% of our student population are English Learners. Since our entire school exits each year and we welcome an entirely new school of students, this data tends to vary year to year more than other schools.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|-------|---------------|-------|------------------|-------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| Grade K | * | | * | | * | | 5 | |
| All Grades | | | | | | | 5 | |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| All Grades | * | | * | | * | | * | | * | |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| All Grades | * | | * | | * | | * | | * | |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| All Grades | * | | * | | * | | * | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| All Grades | * | | * | | * | | * | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| All Grades | * | | * | | * | | * | |

| Writing Domain | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| All Grades | * | | * | | * | | * | |

Conclusions based on this data:

1.

None

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 116 | 37.1 | 5.2 | 0.9 |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 6 | 5.2 |
| Foster Youth | 1 | 0.9 |
| Socioeconomically Disadvantaged | 43 | 37.1 |
| Students with Disabilities | 9 | 7.8 |





| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 3 | 2.6 |
| Asian | 1 | 0.9 |
| Filipino | 1 | 0.9 |
| Hispanic | 39 | 33.6 |
| Two or More Races | 4 | 3.4 |
| White | 68 | 58.6 |

Conclusions based on this data:

1. Since our TK only site serve only above 100 students each year, the demographics tend to change dramatically each school year since almost every single students accounts for 1% of the population.

School and Student Performance Data

Overall Performance

| 2019 Fall Dashboard Overall Performance for All Students | | |
|---|---|---|
| Academic Performance | Academic Engagement | Conditions & Climate |
| <div>English Language Arts</div> <div></div> <div>Yellow</div> | <div>Chronic Absenteeism</div> <div></div> <div>Orange</div> | <div>Suspension Rate</div> <div></div> <div>Blue</div> |
| <div>Mathematics</div> <div></div> <div>Green</div> | | |

Conclusions based on this data:

1. ELA overall performance is yellow and mathematics overall performance is green.
2. Suspension rate overall is blue.
3. Chronic absenteeism overall is orange.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students



Yellow

7.9 points above standard

Declined -6.6 points

116

English Learners



No Performance Color

0 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

0 Students

Socioeconomically Disadvantaged



No Performance Color

0 Students









Students with Disabilities



No Performance Color

0 Students

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| | | | |
|--|---|---|--|
| African American  No Performance Color 0 Students | American Indian  No Performance Color 0 Students | Asian  No Performance Color 0 Students | Filipino  No Performance Color 0 Students |
| Hispanic  No Performance Color 0 Students | Two or More Races  No Performance Color 0 Students | Pacific Islander  No Performance Color 0 Students | White  No Performance Color 0 Students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| | | |
|--|--|-----------------------------------|
| Current English Learner 0 Students | Reclassified English Learners 0 Students | English Only 0 Students |
|--|--|-----------------------------------|

Conclusions based on this data:

1. Because Eucalyptus Hills is a TK school, the dashboard color comes from the District's Pair Share. ELA received an overall color of yellow.

School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red

Orange

Yellow

Green

Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



Green

18.6 points above standard

Increased ++7.1 points

116

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

Conclusions based on this data:

1. Because Eucalyptus Hills is a TK school, the dashboard color comes from the District's Pair Share. Math received a color of green.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

| 2019 Fall Dashboard English Learner Progress Indicator | |
|--|--|
| | English Learner Progress |
| | making progress towards English language proficiency |
| | Number of EL Students: Performance Level: |

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| 2019 Fall Dashboard Student English Language Acquisition Results | | | |
|--|--|-------------------------|------------------------------------|
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |

Conclusions based on this data:

1. Our English Learner population is the early stage of working towards proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---------------|---------------|--------------|-------------|
| Red | Orange | Yellow | Green | Blue |
| 1 | 2 | 0 | 0 | 0 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|--|---|
| All Students | English Learners | Foster Youth |
|  Orange 18 Maintained 0 122 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  Red 28.3 Increased +0.7 46 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| | | | |
|---|--|--|---|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic  Orange 22.5 Declined -3 40 | Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 | White  Orange 13.7 Maintained +0.3 73 |

Conclusions based on this data:

1. Chronic absenteeism is a problem at our TK School.
2. Our Hispanic attendance has declined.

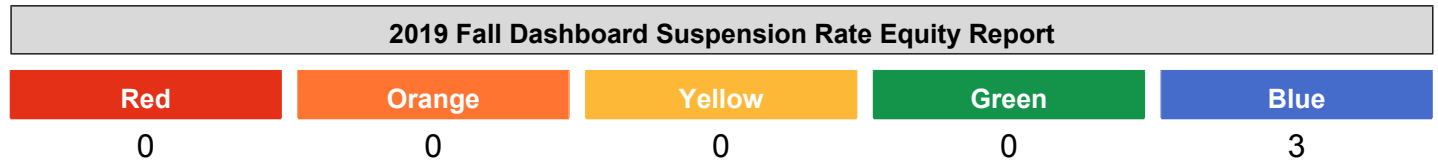
School and Student Performance Data

Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|--|---|
| All Students  <p>Blue</p> <p>0</p> <p>Maintained 0 122</p> | English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p> | Foster Youth  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p> |
| Homeless | Socioeconomically Disadvantaged  <p>Blue</p> <p>0</p> <p>Maintained 0 46</p> | Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10</p> |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| | | | |
|---|--|---|---|
| African American  No Performance Color Less than 11 Students - Data 3 | American Indian | Asian  No Performance Color Less than 11 Students - Data 1 | Filipino  No Performance Color Less than 11 Students - Data 1 |
| Hispanic  Blue 0 Maintained 0 40 | Two or More Races  No Performance Color Less than 11 Students - Data 4 | Pacific Islander | White  Blue 0 Maintained 0 73 |

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0 | 0 |

Conclusions based on this data:

1. We are proud to have all student groups in blue.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement Goal: All students will make academic growth in order to reach mastery of grade-level standards, individual goals, and development of the LUSD Student Profile competencies.

Goal 1

By June 2021, all students will score 80% or better in identifying all letters in their target language, Spanish or English.

Identified Need

As a whole school, we focus on high quality instruction for student success and teacher have collaborated on our student needs. Our students need to be kinder-ready in language arts and communication and we dedicate time to language arts via synchronous and asynchronous work.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|-------------------------|------------------------------|
| ability to identify letters using one on one teacher assessment | intake level | 80% or more accurate by June |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students will score 80% or better in identifying all letters of the alphabet in their target language by practicing daily with teachers, with peers, and independently. Teachers will model and teach and promote daily practice to develop use of language, communication and conversation in a well defined play based TK program, to build foundation for language and literacy, focused on studying the letter of the week and using our interactive notebooks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0

TK Program
None Specified

| | |
|------|--|
| | Teachers will meet in Professional Learning communities to analyze student outcomes through the plan-do-study-act cycle. |
| 177 | TK Program 0000: Unrestricted EH teachers and principal will develop well defined play-based TK program and implement components into classroom practices(academic). Release time. |
| 1350 | TK Program 0000: Unrestricted EH teachers will attend professional learning opportunities to aide in the development of a well defined play-based TK program. |
| 300 | TK Program 0000: Unrestricted Book study: Play-based Learning (Book purchase) |
| 2125 | TK Program 0000: Unrestricted School Materials & Supplies |
| 825 | TK Program 0000: Unrestricted Observation, Collaboration and Reflection(Teacher release) |

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We will be deliberate about collecting data for comparison and future analysis.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As a TK only school, 100% of our student population changes every year as one grade level exits and a new one enters.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The only change is to analyze data regularly with staff during this unstable school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement Goal: All students will make academic growth in order to reach mastery of grade-level standards, individual goals, and development of the LUSD Student Profile competencies.

Goal 2

By June 2021, all TK students will be able to identify numbers 0-20 in the target language, Spanish or English.

Identified Need

Providing high quality classroom instruction and curriculum supplements is the first step to ensuring student success. Teachers need opportunities for collaboration in order to plan and strategize on how to best serve all of their students.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|-------------------------|--------------------------|
| ability to identify letters using one on one teacher assessment | intake level | 1 or more levels by June |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

At least twice a week, all students will work on classification strategies in explicit instruction, independent practice, and with peers in centers to build foundation skills for mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|---|--|
| 0 | TK Program 0000: Unrestricted Teachers will meet in Professional Learning communities to analyze student outcomes through the plan-do-study-act cycle. |
|---|--|

| | |
|------|--|
| 0 | TK Program 0000: Unrestricted EH teachers and principal will develop well defined play-based TK program and implement components into classroom practices(academic) during PLCs. |
| 825 | TK Program 0000: Unrestricted Observation, Collaboration and Reflection (Teacher release) |
| 2000 | TK Program 0000: Unrestricted School Materials & Supplies |

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We will be deliberate about collecting data for comparison and future analysis.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As a TK only school, 100% of our student population changes every year as one grade level exits and a new one enters.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The only change is to analyze data regularly with staff.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Social-Emotional Wellbeing Goal: Students will receive classroom and non-classroom support that enables them to thrive socially and emotionally. Schools will set annual goals to improve the social-emotional wellbeing of students.

Goal 3

By June 20201, all students will improve at least one area or point as reported by teacher assessment/surveys.

Identified Need

A social-emotional curriculum and PBIS establishes a culture and community of learners who are resilient.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------------|----------------------------------|-------------------------------|
| TK SEL assessment by teacher | collecting baseline for 1st time | improvement of 1 point, level |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Daily instruction and play based activity and curriculum focused on healthy relationships and interactions with adults and peers, and social and emotional understanding.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0

EH teachers and principal will develop and implement a well defined play-based TK program through PLC process (Social-Emotional).

1650

TK Program

| | |
|------|---|
| | 0000: Unrestricted EH teachers will attend professional learning opportunities to aide in the development of a well defined play-based TK program. |
| 1650 | TK Program 0000: Unrestricted Observation, Collaboration and Reflection(Teacher Release) |
| 4125 | TK Program 0000: Unrestricted Classroom Materials & Supplies |

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We will be deliberate about collecting data for comparison and future analysis.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As a TK only school, 100% of our student population changes every year as one grade level exits and a new one enters.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The only change is to analyze data regularly with staff.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LUSD will provide a comprehensive system of academic and behavioral supports/interventions

Goal 4

By June 2021, improve and strengthen a comprehensive TK program and model for Distance Learning Students and Hybrid students.

Identified Need

In our focus for high quality instruction for all students, we understand the need of the district's youngest learning to control own behaviors while engaging in their learning and showing persistence in order to be successful.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|----------------------------------|-------------------------|------------------------|
| teacher created survey indicator | intake level | an increase in 1 point |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Targeted weekly time for behavior and academics with a focus on persistence in working toward being Kinder ready via zoom and in person.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|---|
| 6600 | TK Program 1000-1999: Certificated Personnel Salaries Continuous Opportunities for Interventions(RTI)- Release teachers for intervention |
| 1217 | TK Program 4000-4999: Books And Supplies |

| | |
|------|---|
| | Classroom materials and supplies to support learning for academic achievement |
| 1540 | TK Program 5800: Professional/Consulting Services And Operating Expenditures Professional Learning for Teachers |
| 1200 | TK Program 4000-4999: Books And Supplies Handwriting Without Tears |
| 130 | TK Program 5900: Communications Parent Involvement - Parent Night |

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We will be deliberate about collecting data for comparison and future analysis.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As a TK only school, 100% of our student population changes every year as one grade level exits and a new one enters.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The only change is to analyze data regularly with staff.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LUSD will provide students access to varied enrichment opportunities.

Goal 5

Eucalyptus Hills Elementary will provide students access to varied enrichment opportunities.

Identified Need

Early learners need access to a variety of educational activities inside and outside the classroom.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|-------------------------|--|
| By June of 2021, every classroom will participate in enrichment activities | From 0 | 2 virtual educational excursions and/or enrichment activities for each student |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Eucalyptus Hills Elementary will provide students access to varied enrichment opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3150

0001-0999: Unrestricted: Locally Defined Educational Excursions

0

School visits from first responders (Fire, police, paramedics, etc.)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is a new goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are going to commit to every student participating in 2 virtual excursions.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$28,864.00 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| | \$3,150.00 |
| TK Program | \$25,714.00 |

Subtotal of state or local funds included for this school: \$28,864.00

Total of federal, state, and/or local funds for this school: \$28,864.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------------|--------|-----------|
| Unrestricted Lottery | 12,650 | 12,650.00 |
| | 0 | -3,150.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------|-----------|
| | 3,150.00 |
| TK Program | 25,714.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|-----------|
| | 0.00 |
| 0000: Unrestricted | 15,027.00 |
| 0001-0999: Unrestricted: Locally Defined | 3,150.00 |
| 1000-1999: Certificated Personnel Salaries | 6,600.00 |
| 4000-4999: Books And Supplies | 2,417.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 1,540.00 |
| 5900: Communications | 130.00 |
| None Specified | 0.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------|----------|
| | | 0.00 |
| | | 0.00 |
| 0001-0999: Unrestricted: Locally Defined | | 3,150.00 |

| | | |
|---|------------|-----------|
| 0000: Unrestricted | TK Program | 15,027.00 |
| 1000-1999: Certificated Personnel Salaries | TK Program | 6,600.00 |
| 4000-4999: Books And Supplies | TK Program | 2,417.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | TK Program | 1,540.00 |
| 5900: Communications | TK Program | 130.00 |
| None Specified | TK Program | 0.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 4,777.00 |
| Goal 2 | 2,825.00 |
| Goal 3 | 7,425.00 |
| Goal 4 | 10,687.00 |
| Goal 5 | 3,150.00 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

| Name of Members | Role |
|------------------|----------------------------|
| Hee-Jin Peterson | Principal |
| Jennifer Speedie | Classroom Teacher |
| Kit Buettgenbach | Other School Staff |
| Crystal Grobner | Parent or Community Member |
| Ashley Street | Parent or Community Member |
| Amy Ramirez | Parent or Community Member |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature | Committee or Advisory Group Name |
|-----------|----------------------------------|
|-----------|----------------------------------|

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on December 18, 2020.

Attested:



Principal, Mrs. Hee-Jin Peterson on 12/18/2020

SSC Chairperson, Crystal Grobner on 12/18/2020

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|----------------------------------|-----------------------------------|--|---------------------------|
| Lakeside Farms Elementary School | 37681896038343 | 1/27/2021 | |

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Lakeside Farms Elementary's School Site Council (SSC) meets regularly during the school year as part of a continuous cycle of improvement to review and update the school plan (including proposed expenditures of Title I funds). Lakeside Farms school goals are based upon a comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including benchmark assessments, attendance data, and suspension data, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with LUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees. The Lakeside Farms SPSA addresses how LCFF and Title I funds will be used to improve the academic performance, attendance rate, and suspension rates for all students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At Lakeside Farms we use a needs assessment survey for both teachers and parents. This survey includes understanding the role of the School Site Council, effective and ineffective strategies being implemented, barriers that impede student academic success, and a place for suggestions and information. Our school also uses the California Healthy Kids Survey and School Climate Survey which provides students and teachers the opportunity to express concerns and highlight things that work at our school site. The CHKS provides students to comment on academic, social emotional, and overall school climate.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal and Informal classroom visits throughout the school year. Specifically, weekly informal walkthroughs are conducted to monitor instruction and behavior, as well as gauge student achievement. Each classroom is visited at least once a week, and they are between 15 - 30 minutes in duration. There are also opportunities for yearly formal observation, if a teacher chooses. These observations are not stand alone, and informal walkthroughs are used to provide a well rounded instructional picture in the classroom.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our school conducted a needs assessment to identify areas of student needs to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2018-19 SBAC scores (continued from last school year)
- Analysis of site developed classroom assessments
- Classroom observations of teaching (formal and informal)
- Review of required instructional minutes in core academic areas
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction
- In addition to the above we used the ORENDA study that was conducted school and district wide.

Major findings from this analysis were:

A need to improve student performance in all areas, with a specific emphasis on Math and Language Arts, targeted intervention and increased collaboration time.

- Within Math, our staff determined a specific need to focus on Procedural Fluency across all grade levels (K-5).
- Within Language Arts, our staff determined a specific need to focus on Reading Comprehension across all grade levels (K-5).

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MAP assessments, district adopted assessments, Achieve 3000 assessments/data, and teacher made assessments were all used to target, modify, and drive classroom instruction

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are fully credentialed.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are sufficiently trained and attend professional development regularly.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Each Wednesday, LUSD teachers have site based Professional Learning Community time. This 120 minute block is directed at staff development and development of content standards and data analysis. This time is spent as a whole staff, grade levels, and vertically aligned to help teachers see the big picture and positively impact student achievement

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers have access to one site based instructional coaches, peer observations and collaboration.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers use PLC time, as well as site funded release time to collaborate, observe peers, as well as teachers across the district, as well as surrounding districts.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

adopted ELA (Wonders), Math (Everyday Math), Science (NGSS), and Social Studies curriculum. These adoptions are aligned with Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Annual Minutes

Kindergarten 36,000 Grades 1 – 3 50,400 Grades 4 – 8 54,000

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lakeside Farms follows adopted pacing guides for both ELA and Math, as well as pacing for baseline assessments, progress monitoring assessments, report cards, and parent conferences.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to all adopted instructional materials, grade appropriate site licenses for technology programs used for instructional support, and any ancillary materials that are used to support student learning

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards aligned curriculum is used.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students receive language development and classroom interventions.

Evidence-based educational practices to raise student achievement

We are using Achieve 3000 and Math Transformations.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Lakeside Farms provides School Smarts classes to provide the skills to support their students in school.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

We provide opportunities for stakeholder involvement through School Site Council, English Language Advisory Committee, and DELAC.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Achieve 3000

Math Transformations Intervention

Fiscal support (EPC)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Lakeside Farms Staff involvement included goal setting at staff meetings. The Lakeside Farms School Site Council provided input for the SPSA at a regular meeting and continues to monitor the implementation and progress of goals and strategies on a monthly basis. This SPSA was reviewed and approved 1/27/2021.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

In order to identify resource inequities, our teams constructed a Pareto Chart to find out where the largest percentage of our budget was being spent. From there, we sought to determine if all student groups were being served equitably with our expenditures. We discovered that we were spending an awful lot of money on technology software and much less on professional learning and student supports. This year, we established new goals that provided more professional development opportunities so that we can build systems to more directly support children, particularly those in student groups in need of more intense structures.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 1.34% | 1.22% | 0.94% | 9 | 8 | 6 |
| African American | 7.46% | 10.08% | 8.76% | 50 | 66 | 56 |
| Asian | 1.64% | 1.37% | 1.1% | 11 | 9 | 7 |
| Filipino | 2.39% | 2.75% | 3.13% | 16 | 18 | 20 |
| Hispanic/Latino | 22.54% | 23.21% | 26.45% | 151 | 152 | 169 |
| Pacific Islander | 0.90% | 0.31% | 0.31% | 6 | 2 | 2 |
| White | 61.04% | 59.39% | 55.87% | 409 | 389 | 357 |
| Multiple/No Response | % | % | 3.44% | | | 0 |
| Total Enrollment | | | | 670 | 655 | 639 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 129 | 102 | 109 |
| Grade 1 | 97 | 122 | 103 |
| Grade 2 | 99 | 91 | 111 |
| Grade3 | 123 | 108 | 94 |
| Grade 4 | 120 | 116 | 104 |
| Grade 5 | 102 | 116 | 118 |
| Total Enrollment | 670 | 655 | 639 |

Conclusions based on this data:

1. The largest group of students are White.
2. The second largest group is Hispanic.
3. Grade level sizes range from 94 to 118 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | 33 | 31 | 28 | 4.9% | 4.7% | 4.4% |
| Fluent English Proficient (FEP) | 15 | 18 | 20 | 2.2% | 2.7% | 3.1% |
| Reclassified Fluent English Proficient (RFEP) | 4 | 6 | 6 | 10.8% | 18.2% | 19.4% |

Conclusions based on this data:

1. We are seeing a slight decline in the number of English Learners at Lakeside Farms from year to year.
2. The percentage of Fluent English Proficient students increased very slightly, from 2.7% to 3.1%.
3. RFEP percentages grew from 10.8% to 19.4%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 121 | 122 | 109 | 118 | 117 | 104 | 118 | 117 | 104 | 97.5 | 95.9 | 95.4 |
| Grade 4 | 107 | 116 | 119 | 106 | 112 | 117 | 106 | 112 | 117 | 99.1 | 96.6 | 98.3 |
| Grade 5 | 99 | 100 | 114 | 96 | 97 | 107 | 96 | 97 | 107 | 97 | 97 | 93.9 |
| Grade 6 | | | | 0 | | | | | | | | |
| All | 327 | 338 | 342 | 320 | 326 | 328 | 320 | 326 | 328 | 97.9 | 96.4 | 95.9 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2426. | 2457. | 2428. | 22.88 | 37.61 | 24.04 | 22.03 | 24.79 | 30.77 | 32.20 | 24.79 | 18.27 | 22.88 | 12.82 | 26.92 |
| Grade 4 | 2451. | 2459. | 2480. | 23.58 | 16.96 | 30.77 | 18.87 | 32.14 | 26.50 | 22.64 | 22.32 | 22.22 | 34.91 | 28.57 | 20.51 |
| Grade 5 | 2522. | 2515. | 2509. | 19.79 | 22.68 | 18.69 | 40.63 | 39.18 | 39.25 | 21.88 | 18.56 | 23.36 | 17.71 | 19.59 | 18.69 |
| All Grades | N/A | N/A | N/A | 22.19 | 26.07 | 24.70 | 26.56 | 31.60 | 32.01 | 25.94 | 22.09 | 21.34 | 25.31 | 20.25 | 21.95 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 21.19 | 37.61 | 20.19 | 47.46 | 46.15 | 52.88 | 31.36 | 16.24 | 26.92 |
| Grade 4 | 19.81 | 17.86 | 31.62 | 52.83 | 58.93 | 47.01 | 27.36 | 23.21 | 21.37 |
| Grade 5 | 29.17 | 24.74 | 19.63 | 46.88 | 52.58 | 61.68 | 23.96 | 22.68 | 18.69 |
| All Grades | 23.13 | 26.99 | 24.09 | 49.06 | 52.45 | 53.66 | 27.81 | 20.55 | 22.26 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 22.88 | 37.61 | 25.00 | 49.15 | 44.44 | 50.96 | 27.97 | 17.95 | 24.04 |
| Grade 4 | 17.92 | 16.96 | 18.80 | 52.83 | 53.57 | 61.54 | 29.25 | 29.46 | 19.66 |
| Grade 5 | 31.25 | 27.84 | 27.10 | 54.17 | 46.39 | 52.34 | 14.58 | 25.77 | 20.56 |
| All Grades | 23.75 | 27.61 | 23.48 | 51.88 | 48.16 | 55.18 | 24.38 | 24.23 | 21.34 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 19.49 | 23.08 | 21.15 | 69.49 | 70.09 | 63.46 | 11.02 | 6.84 | 15.38 |
| Grade 4 | 18.87 | 15.18 | 27.35 | 53.77 | 69.64 | 58.12 | 27.36 | 15.18 | 14.53 |
| Grade 5 | 19.79 | 20.62 | 19.63 | 67.71 | 67.01 | 62.62 | 12.50 | 12.37 | 17.76 |
| All Grades | 19.38 | 19.63 | 22.87 | 63.75 | 69.02 | 61.28 | 16.88 | 11.35 | 15.85 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 25.42 | 36.75 | 24.04 | 53.39 | 51.28 | 52.88 | 21.19 | 11.97 | 23.08 |
| Grade 4 | 17.92 | 18.75 | 23.93 | 55.66 | 56.25 | 55.56 | 26.42 | 25.00 | 20.51 |
| Grade 5 | 31.25 | 37.11 | 26.17 | 53.13 | 43.30 | 52.34 | 15.63 | 19.59 | 21.50 |
| All Grades | 24.69 | 30.67 | 24.70 | 54.06 | 50.61 | 53.66 | 21.25 | 18.71 | 21.65 |

Conclusions based on this data:

1. 3rd grade had the fewest number of students scoring below standard in listening.
2. Significantly more students met or exceeded the standards in 5th grade, than in 3rd or 4th.
3. More students met or exceeded the standards in Research/Inquiry than in Reading, listening or Writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 121 | 122 | 109 | 118 | 117 | 104 | 118 | 117 | 104 | 97.5 | 95.9 | 95.4 |
| Grade 4 | 107 | 116 | 119 | 106 | 112 | 117 | 106 | 112 | 117 | 99.1 | 96.6 | 98.3 |
| Grade 5 | 99 | 100 | 114 | 96 | 97 | 107 | 96 | 97 | 107 | 97 | 97 | 93.9 |
| Grade 6 | | | | | 0 | | | | | | | |
| All | 327 | 338 | 342 | 320 | 326 | 328 | 320 | 326 | 328 | 97.9 | 96.4 | 95.9 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2428. | 2451. | 2439. | 16.10 | 29.91 | 23.08 | 28.81 | 26.50 | 35.58 | 33.05 | 28.21 | 18.27 | 22.03 | 15.38 | 23.08 |
| Grade 4 | 2469. | 2473. | 2471. | 14.15 | 11.61 | 10.26 | 28.30 | 29.46 | 33.33 | 34.91 | 46.43 | 43.59 | 22.64 | 12.50 | 12.82 |
| Grade 5 | 2512. | 2505. | 2489. | 23.96 | 23.71 | 15.89 | 21.88 | 21.65 | 17.76 | 33.33 | 24.74 | 33.64 | 20.83 | 29.90 | 32.71 |
| All Grades | N/A | N/A | N/A | 17.81 | 21.78 | 16.16 | 26.56 | 26.07 | 28.96 | 33.75 | 33.44 | 32.32 | 21.88 | 18.71 | 22.56 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 23.73 | 41.03 | 42.31 | 47.46 | 32.48 | 27.88 | 28.81 | 26.50 | 29.81 |
| Grade 4 | 25.47 | 16.96 | 18.80 | 33.02 | 53.57 | 47.01 | 41.51 | 29.46 | 34.19 |
| Grade 5 | 29.17 | 22.68 | 17.76 | 35.42 | 37.11 | 34.58 | 35.42 | 40.21 | 47.66 |
| All Grades | 25.94 | 27.30 | 25.91 | 39.06 | 41.10 | 36.89 | 35.00 | 31.60 | 37.20 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 21.19 | 36.75 | 28.85 | 55.93 | 44.44 | 50.96 | 22.88 | 18.80 | 20.19 |
| Grade 4 | 20.75 | 16.07 | 20.51 | 50.00 | 62.50 | 58.12 | 29.25 | 21.43 | 21.37 |
| Grade 5 | 30.21 | 26.80 | 22.43 | 50.00 | 47.42 | 48.60 | 19.79 | 25.77 | 28.97 |
| All Grades | 23.75 | 26.69 | 23.78 | 52.19 | 51.53 | 52.74 | 24.06 | 21.78 | 23.48 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 25.42 | 39.32 | 30.77 | 52.54 | 45.30 | 48.08 | 22.03 | 15.38 | 21.15 |
| Grade 4 | 20.75 | 18.75 | 22.22 | 50.00 | 57.14 | 55.56 | 29.25 | 24.11 | 22.22 |
| Grade 5 | 18.75 | 22.68 | 18.69 | 55.21 | 48.45 | 43.93 | 26.04 | 28.87 | 37.38 |
| All Grades | 21.88 | 27.30 | 23.78 | 52.50 | 50.31 | 49.39 | 25.63 | 22.39 | 26.83 |

Conclusions based on this data:

1. Percentage of students at or near standard has risen in the area of Communicating Reasoning and Demonstrating the ability to support mathematical conclusions.
2. Over half of the students in 5th grade scored below standard in 5th grade.
3. For the past 3 years there has been an increase in the percentage of students above standard in the area of Concepts & Procedures and Applying mathematical concepts and procedures.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|-------|---------------|-------|------------------|-------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| Grade K | * | | * | | * | | * | |
| Grade 1 | * | | * | | * | | * | |
| Grade 2 | * | | * | | * | | 8 | |
| Grade 3 | * | | * | | * | | 8 | |
| Grade 4 | * | | * | | * | | 4 | |
| Grade 5 | * | | * | | * | | 8 | |
| All Grades | | | | | | | 33 | |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| All Grades | 30.30 | | 36.36 | | 18.18 | | 15.15 | | 33 | |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| All Grades | 42.42 | | 42.42 | | 3.03 | | 12.12 | | 33 | |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | |
| All Grades | 36.36 | | 51.52 | | 12.12 | | 33 | | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | |
| All Grades | 45.45 | | 42.42 | | 12.12 | | 33 | | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| All Grades | 15.15 | | 63.64 | | 21.21 | | 33 | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| All Grades | 27.27 | | 63.64 | | 9.09 | | 33 | |

Conclusions based on this data:

1. 33 students were tested in 18-19.
2. We have a wide distribution of students for overall levels 1-4.
3. Speaking appears to be the strongest of the 4 language domains.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 655 | 45.0 | 4.7 | 0 |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 31 | 4.7 |
| Foster Youth | | 0 |
| Homeless | 1 | 0.2 |
| Socioeconomically Disadvantaged | 295 | 45.0 |
| Students with Disabilities | 125 | 19.1 |





| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 66 | 10.1 |
| American Indian | 8 | 1.2 |
| Asian | 9 | 1.4 |
| Filipino | 18 | 2.7 |
| Hispanic | 152 | 23.2 |
| Two or More Races | 11 | 1.7 |
| Pacific Islander | 2 | 0.3 |
| White | 389 | 59.4 |

Conclusions based on this data:

1. Our students with disabilities group makes up nearly 20% of our population. 4.7 % of our students are English Learners.
2. About half of our students are socioeconomically disadvantaged.
3. Our largest groups of students by race/ethnicity are White (59.4%), Hispanic (23.2%) and African American (10.1%).

School and Student Performance Data

Overall Performance

| 2019 Fall Dashboard Overall Performance for All Students | | |
|---|---|--|
| Academic Performance | Academic Engagement | Conditions & Climate |
| <div>English Language Arts</div> <div></div> <div>Yellow</div> | <div>Chronic Absenteeism</div> <div></div> <div>Yellow</div> | <div>Suspension Rate</div> <div></div> <div>Green</div> |
| <div>Mathematics</div> <div></div> <div>Yellow</div> | | |

Conclusions based on this data:

1. Lakeside Farms is in the yellow in both ELA and Math.
2. Chronic Absenteeism is in the yellow.
3. The suspension rate is in the green.

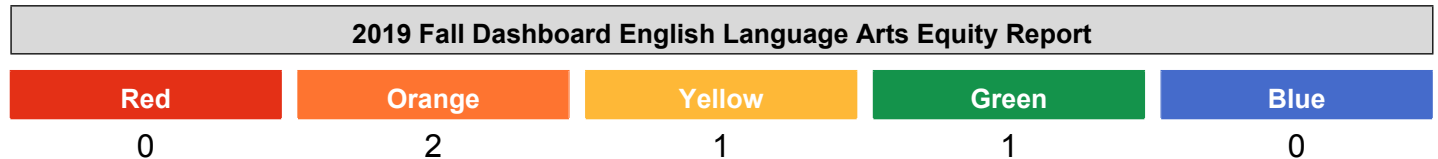
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | | | | |
|--|--|---|--|---|--|
| All Students | | English Learners | | Foster Youth | |
|  Yellow 5.5 points above standard Declined -4.4 points 308 | |  No Performance Color 5.2 points above standard Increased Significantly ++29.2 points 26 | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | |
| Homeless | | Socioeconomically Disadvantaged | | Students with Disabilities | |
|  No Performance Color 0 Students | |  Yellow 0.5 points below standard Maintained -1.7 points 127 | |  Orange 72.5 points below standard Increased ++6.7 points 67 | |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color 7 points below standard Declined -4 points 20 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 9.6 points below standard Maintained ++2.4 points 67 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  Green 11.3 points above standard Declined -6.7 points 200 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|--|
| Less than 11 Students - Data Not Displayed for Privacy 10 | 23.3 points above standard Declined -4.3 points 16 | 5.5 points above standard Declined -7.6 points 279 |

Conclusions based on this data:

1. Students with disabilities are in the orange, and have improved one color.
2. Socioeconomically Disadvantaged are in the yellow.
3. Although ELs did not receive a color, their performance has increased by 29.2 points.

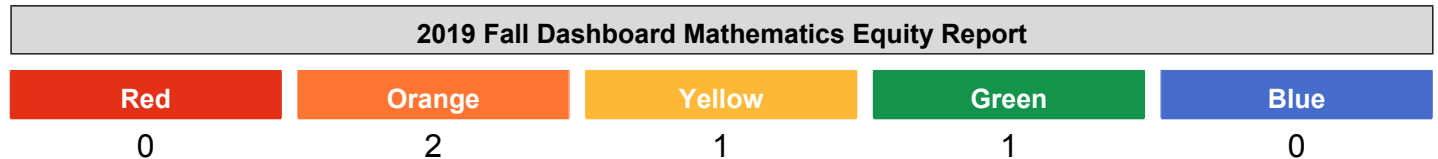
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|--|
| All Students  Yellow 15.2 points below standard Declined -11.5 points 308 | English Learners  No Performance Color 7.6 points below standard Increased ++8.4 points 26 | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Homeless | Socioeconomically Disadvantaged  Green 15 points below standard Increased ++4.3 points 127 | Students with Disabilities  Orange 92.4 points below standard Declined -9.5 points 67 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
|  No Performance Color 24.1 points below standard Increased ++9.8 points 20 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 35.8 points below standard Declined -8.4 points 67 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  Yellow 8.1 points below standard Declined -14.8 points 200 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|--|
| Less than 11 Students - Data Not Displayed for Privacy 10 | 17.9 points above standard Declined -9.7 points 16 | 15.9 points below standard Declined -13.8 points 279 |

Conclusions based on this data:

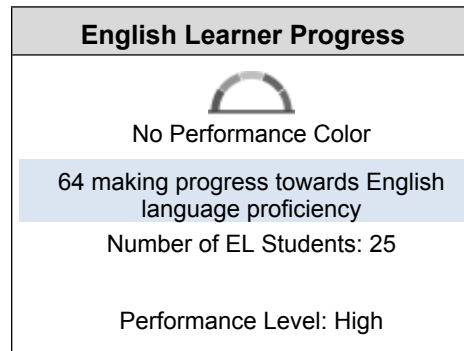
1. Students with disabilities are in the orange scoring 92.4 points below standard.
2. White students are in the yellow, and performance declined by 14.8 points.
3. Hispanic students are in the orange and performance declined by 5.3 points.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|-----------------------------|---|----------------------------|---------------------------------------|
|-----------------------------|---|----------------------------|---------------------------------------|

Conclusions based on this data:

1. Lakeside Farms received a high performance level.
2. Many of our students progressed at least one ELPI level.
3. 4 of our students decreased by one ELPI level.

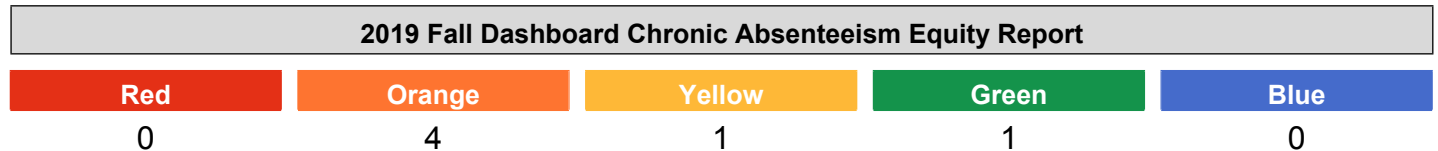
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| All Students  Yellow 5.5 Maintained 0 704 | English Learners  Orange 14.7 Increased +3.9 34 | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |
| Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | Socioeconomically Disadvantaged  Orange 9.1 Increased +1.2 318 | Students with Disabilities  Orange 6.9 Increased +2 160 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| | | | |
|---|--|--|--|
| African American  Green 6.7 Declined -4.6 75 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 | Filipino  No Performance Color 0 Declined -5.9 18 |
| Hispanic  Yellow 5.3 Maintained -0.4 171 | Two or More Races  No Performance Color 8.3 Increased +2.8 12 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | White  Orange 5.6 Increased +1.4 408 |

Conclusions based on this data:

1. All Students are in the Yellow, maintained.
2. EL students are in the orange, increased.
3. Socioeconomically Disadvantaged is in the orange, increased.

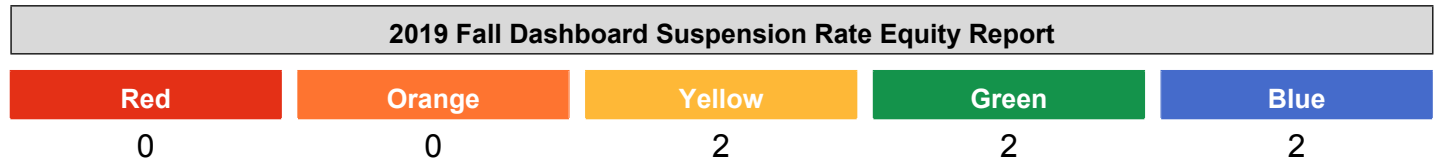
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| All Students  Green 0.7 Maintained 0 718 | English Learners  Blue 0 Maintained 0 34 | Foster Youth  No Performance Color Less than 11 Students - Data Not 4 |
| Homeless  No Performance Color Less than 11 Students - Data Not 1 | Socioeconomically Disadvantaged  Green 0.6 Declined -0.3 323 | Students with Disabilities  Yellow 1.2 Maintained -0.2 163 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| | | | |
|---|--|--|---|
| African American  Green 1.3 Declined -3.5 80 | American Indian  No Performance Color Less than 11 Students - Data 8 | Asian  No Performance Color Less than 11 Students - Data 10 | Filipino  No Performance Color 0 Maintained 0 18 |
| Hispanic  Blue 0 Maintained 0 173 | Two or More Races  No Performance Color 0 Maintained 0 12 | Pacific Islander  No Performance Color Less than 11 Students - Data 2 | White  Yellow 1 Increased +0.5 415 |

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0.7 | 0.7 |

Conclusions based on this data:

1. All Students in the green, maintained.
2. Students with disabilities in the yellow, maintained.
3. Socioeconomically Disadvantaged in the green, declined.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement

Goal 1

By June of 2021 students will increase their ability to communicate mathematical reasoning from 73% at above or near standard to 78% as evidenced by the communicating reasoning claim on the SBAC.

Identified Need

Students will be able to clearly support their own mathematical reasoning and critique others through the use of number talks and sentence frames and procedural fluency.

Students not receiving Special Education Services are 85% above or near standard on the communicating reasoning claim compared to 32% of students with Special Education Services above or near standard. We realize that special education needs additional scaffolds and supports to meet this goal.

64% of our EL's were below standard in communicating reasoning.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|------------------|
| By June of 2021 using the communicating reasoning claim on SBAC | Students will show positive growth from 73% | to 78%. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students will build Mathematical Fluency and communicating reasoning skills.

Strategy/Activity

Common use of Number Talks and building mathematical language. This will be supported by consulting work with Math Transformations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

13000

Title I
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

This includes collaboration time as well small and whole staff PD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10000

Title I
1000-1999: Certificated Personnel Salaries
Substitute Teachers to provide release time for
collaboration, peer observation and lesson study

2000

LCFF Supplemental

Intervention Teachers and Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At Risk Students in the All Students Group

Strategy/Activity

Teachers will provide Tier II intervention for students who are at risk.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10,500

Title I
1000-1999: Certificated Personnel Salaries
Substitute Costs for intervention teachers to
provide Tier 2 support for students who are
indicated at-risk as seen with the trimester data.

2000

LCFF Supplemental

Release time for kid watch process and reflection

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Co-Teaching Training for General Education Staff and SPED Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000

LCFF Base

Co-Teaching Training

LCFF Supplemental

Co-Teaching Training

1000

Unrestricted Lottery

Co-Teaching Training (Inclusion)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Imagine Learning Program to build fluency and comprehension.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2000

LCFF Supplemental

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The implementation was interrupted due to school COVID closures, we are continuing our work from last school year into the current school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement

Goal 2

By June 2021, All Learners will increase their Reading Level (Lexile) by at least an average 125 points. We will use the NWEA MAP assessment as well as Achieve 3000 for the baseline and measurements throughout the year.

Identified Need

School-wide, students have struggled in all areas of ELA, with a specific need in reading comprehension.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| By June 2021, using the NWEA MAP ELA assessment and Achieve 3000 Level Set as a performance indicator, | students will show positive growth from their baseline RIT score in Reading and Language, as well as Lexile Level increase | of at least points on RIT and 125 on Lexile level. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers across all grade levels will focus on Reading Comprehension daily.

Students in Grades K-2 will receive small group reading instruction throughout the week with rotations 2 to 3 times a week. .

Students in Grades 3-5 will collaborate on best practices and use new and refine instructional strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|--|
| 5000 | LCFF Base 4000-4999: Books And Supplies Materials and Supplies |
| 5000 | LCFF Base 0000: Unrestricted Materials, supplies (including printer supplies) for lesson delivery and development |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Rounds

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|---|
| 5000 | LCFF Base 0000: Unrestricted Substitute Costs |
|------|---|

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain supplies and office equipment (Printers, Xerox, Laminator, etc.) for the purpose of supporting and maintaining the ongoing instructional program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|-------|---|
| 17000 | Unrestricted Lottery 4000-4999: Books And Supplies Office Equipment |
|-------|---|

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will provide Tier II intervention for students who are at risk.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

13800

Title I

1000-1999: Certificated Personnel Salaries
Substitute Costs for intervention teachers to support the Tier 2 students as determined by trimester data.

1000

LCFF Supplemental

Release time for kid watch process

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Teachers will provide supplemental Instruction and Intervention for students in all grade levels and ability levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

8000

Title I

0000: Unrestricted
Materials and Programs, Instructional Software
(Brain Pop, Raz Kids, Imagine Learning etc..)

2000

LCFF Base

0000: Unrestricted

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Learning Environment, classrooms designs to differentiate instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10000

Unrestricted Lottery
None Specified
Materials (furniture, etc.) .

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher Supply Budget

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000

Unrestricted Lottery
4000-4999: Books And Supplies
Teacher Classroom Supplies

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The implementation was interrupted due to school COVID closures, we are continuing our work from last school year into the current school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Socio-Emotional Well-Being

Goal 3

Lakeside Farms students will increase the number of students feeling connected to school and feel safer at school by June of 2021 as measured on the Healthy Kids Survey and additional school-wide surveys.

Identified Need

All students will feel safe at school and towards one another.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|------------------------------|---|
| By June 2021 students will feel more connected at school and safer at school | the percentage will increase | an increase in students feeling safer at school and more connected. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Monthly, student-led whole school team building activities, with a focus on caring deeply.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|---|
| 3000 | LCFF Supplemental None Specified |
| 1000 | LCFF Supplemental Student incentives |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Learning Environment

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

20000

LCFF Base
0000: Unrestricted
Refurbishment of Tables around school campus

950

Title I Parent Involvement
None Specified
Title 1 Parent Night, child care

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will receive weekly PBIS check-in lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000

Unrestricted Lottery
0000: Unrestricted
Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Playground Coordinator/ Guidance Counselor will join students during the recess time and in the classroom in order to show them how to play games and activities in a positive manner and will assist with our Restorative Justice Program and PBIS Program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|-------|--|
| 25000 | Title I 2000-2999: Classified Personnel Salaries Coordinator |
| | Restorative Justice/PBIS professional learning for Coordinator. The Coordinator helps to maintain a safe playground, specifically during recess and lunch. |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Extra Curricular Activities, Dance, Music and Drama.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|-------|--|
| 10000 | LCFF Base 0001-0999: Unrestricted: Locally Defined Outside Consultants |
|-------|--|

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Every Student will receive whole class lessons from a social/emotional curriculum 3 times year in a whole group setting from a school counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|--|
| 1000 | LCFF Supplemental 4000-4999: Books And Supplies Counselor Curriculum |
|------|--|

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The implementation was interrupted due to school COVID closures, we are continuing our work from last school year into the current school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$179,250.00 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|----------------------------|-----------------|
| Title I | \$80,300.00 |
| Title I Parent Involvement | \$950.00 |

Subtotal of additional federal funds included for this school: \$81,250.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| LCFF Base | \$48,000.00 |
| LCFF Supplemental | \$12,000.00 |
| Unrestricted Lottery | \$38,000.00 |

Subtotal of state or local funds included for this school: \$98,000.00

Total of federal, state, and/or local funds for this school: \$179,250.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------------------|-----------|---------|
| Title I | 80,357 | 57.00 |
| Title I Parent Involvement | 1,196 | 246.00 |
| Unrestricted Lottery | 38,547.80 | 547.80 |
| LCFF Base | 48,860 | 860.00 |
| LCFF Supplemental | 12,655.80 | 655.80 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------------|-----------|
| LCFF Base | 48,000.00 |
| LCFF Supplemental | 12,000.00 |
| Title I | 80,300.00 |
| Title I Parent Involvement | 950.00 |
| Unrestricted Lottery | 38,000.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|-----------|
| | 6,000.00 |
| 0000: Unrestricted | 45,000.00 |
| 0001-0999: Unrestricted: Locally Defined | 10,000.00 |
| 1000-1999: Certificated Personnel Salaries | 34,300.00 |
| 2000-2999: Classified Personnel Salaries | 25,000.00 |
| 4000-4999: Books And Supplies | 28,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 13,000.00 |
| None Specified | 13,950.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|----------------------------|-----------|
| | LCFF Base | 1,000.00 |
| 0000: Unrestricted | LCFF Base | 32,000.00 |
| 0001-0999: Unrestricted: Locally Defined | LCFF Base | 10,000.00 |
| 4000-4999: Books And Supplies | LCFF Base | 5,000.00 |
| | LCFF Supplemental | 3,000.00 |
| | LCFF Supplemental | 5,000.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental | 1,000.00 |
| None Specified | LCFF Supplemental | 3,000.00 |
| 0000: Unrestricted | Title I | 8,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 34,300.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 25,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I | 13,000.00 |
| None Specified | Title I Parent Involvement | 950.00 |
| | Unrestricted Lottery | 1,000.00 |
| 0000: Unrestricted | Unrestricted Lottery | 5,000.00 |
| 4000-4999: Books And Supplies | Unrestricted Lottery | 22,000.00 |
| None Specified | Unrestricted Lottery | 10,000.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 41,500.00 |
| Goal 2 | 71,800.00 |
| Goal 3 | 65,950.00 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

| Name of Members | Role |
|-------------------|----------------------------|
| Jim Rosa | Principal |
| Karli Johnson | Parent or Community Member |
| Cathy Andrews | Classroom Teacher |
| Jennifer Davic | Other School Staff |
| Kasey Haynes | Classroom Teacher |
| Sharloyn Hollimon | Classroom Teacher |
| Miranda Niederle | Parent or Community Member |
| Cathy Brannon | Parent or Community Member |
| Hope Harding | Parent or Community Member |
| Joe LeGreca | Parent or Community Member |
| Rebecca Shaw | Parent or Community Member |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 1/26/2021.

Attested:



Principal, Jim Rosa on 1/26/21



SSC Chairperson, Cathy Brannon on 1/26/21

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------------|-----------------------------------|--|---------------------------|
| Lakeside Middle School | 37-68189-6038350 | December 2020 | |

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

LMS school plan aligns with district board and LCAP goals in student achievement, twenty first century learning, and social emotional supports by monitoring student achievement data and social emotional data. LMS is also working with all stakeholders to monitor any achievement gaps and restructuring systems that may cause inequality for certain student groups. Data will be monitored by staff and school site council and adjustments made as deemed necessary.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The data from the California Healthy Kids survey given to students, staff and parents in January 2020 indicates a need for further social emotional supports for students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations occur daily by administration and weekly by administration. Findings indicated instructional time is used effectively across the campus.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of math and ELA assessments
- Analysis of 2019-20 ELPAC
- Analysis of site developed classroom assessments
- Classroom observations of teaching
- Review of required instructional minutes in core academic areas
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction

Major findings from this analysis were:

Teachers are using a variety of classroom assessments to monitor student progress.

Teachers are working to implement strategies that support common core instruction.

Teachers participate in a variety of professional development opportunities.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Use of teacher created assessments in math and ELA that align with standards. The math assessment focuses on communicating reasoning in mathematics. In addition MAPs assessments are being used by math and ELA classes.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff highly qualified as indicated by our human resources department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Staff receives professional development to help access instructional materials especially in the area of math (Math Transformations and CPM workshops). Science is piloting materials. ELA does not have SBE adopted materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is tied to content standards, specifically communicating reasoning in mathematics and vocabulary development /listening skills in ELA.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Continued use of Math Transformation coaches.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Ninety minutes of PLC time is provided to all teachers weekly.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers insure standards are addressed in all areas. Mathematics follows the CPM curriculum and ELA develops lessons based on Common Core Standards. Science lessons are aligned to NGSS.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All students have 180 minutes per week of ELA and mathematics instruction. EL students are provided an additional 180 minute period of EL instruction per week.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Intervention classes are provided for all grade levels and students are placed in the courses based on teacher recommendation.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

CPM mathematics materials are provided to all students. ELA utilizes EL materials and teacher created materials that are aligned to common core standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

CPM Math adopted for math and interventions. History Alive is used for HSS. Science is continues piloting materials for adoption.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students provided differentiated instruction to meet individual needs.

Evidence-based educational practices to raise student achievement

All teachers meet in PLC department groups to plan instructional strategies appropriate to raise student achievement in each content area.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Underachieving students are given an academic support class that provides additional instruction in math and ELA. In addition students in these courses are provided added social emotional supports.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Teachers used PLC time to plan and evaluate plan. School site council, parent associations and ELAC committees all involved in plan implementation and evaluation.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title one and LCFF funding used to support intervention classes by paying staff to work on prep periods.

Fiscal support (EPC)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School site council and staff took active part in review of data for site plan. SSC meets monthly starting in November ELAC committee was presented information from plan. ELAC meets three times per year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

After reflecting on top three expenditures no inequities were found.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 0.69% | 0.98% | 1.12% | 6 | 8 | 9 |
| African American | 4.01% | 4.79% | 5.35% | 35 | 39 | 43 |
| Asian | 0.92% | 1.35% | 1.12% | 8 | 11 | 9 |
| Filipino | 1.49% | 0.98% | 0.87% | 13 | 8 | 7 |
| Hispanic/Latino | 29.93% | 31.57% | 31.01% | 261 | 257 | 249 |
| Pacific Islander | 0.34% | 0.49% | 0.37% | 3 | 4 | 3 |
| White | 59.06% | 55.65% | 56.54% | 515 | 453 | 454 |
| Multiple/No Response | 0.11% | % | 3.61% | 1 | | 0 |
| Total Enrollment | | | | 872 | 814 | 803 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Grade 6 | 284 | 266 | 267 |
| Grade 7 | 298 | 267 | 267 |
| Grade 8 | 290 | 281 | 269 |
| Total Enrollment | 872 | 814 | 803 |

Conclusions based on this data:

1. Decreased Enrollment for 18 19
2. Subgroup numbers remain stable
3. Hispanic / Latino groups showing slight increase year to year

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | 33 | 36 | 38 | 3.8% | 4.4% | 4.7% |
| Fluent English Proficient (FEP) | 68 | 60 | 58 | 7.8% | 7.4% | 7.2% |
| Reclassified Fluent English Proficient (RFEP) | 3 | 5 | 4 | 10.0% | 15.2% | 11.1% |

Conclusions based on this data:

1. Number of English Learners increasing over past years
2. Number of Fluent English Proficient decreasing
3. RFEP remains steady

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 293 | 281 | 260 | 288 | 272 | 251 | 288 | 272 | 251 | 98.3 | 96.8 | 96.5 |
| Grade 7 | 280 | 287 | 273 | 273 | 275 | 262 | 273 | 275 | 262 | 97.5 | 95.8 | 96 |
| Grade 8 | 215 | 280 | 283 | 207 | 270 | 273 | 207 | 270 | 273 | 96.3 | 96.4 | 96.5 |
| All | 788 | 848 | 816 | 768 | 817 | 786 | 768 | 817 | 786 | 97.5 | 96.3 | 96.3 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2542. | 2525. | 2517. | 21.88 | 15.07 | 10.76 | 36.11 | 33.46 | 37.45 | 23.61 | 28.31 | 25.50 | 18.40 | 23.16 | 26.29 |
| Grade 7 | 2569. | 2572. | 2554. | 22.71 | 21.82 | 13.36 | 39.93 | 40.73 | 41.22 | 20.88 | 23.64 | 25.19 | 16.48 | 13.82 | 20.23 |
| Grade 8 | 2585. | 2589. | 2589. | 19.32 | 19.63 | 20.88 | 43.48 | 42.22 | 41.39 | 23.19 | 26.30 | 24.91 | 14.01 | 11.85 | 12.82 |
| All Grades | N/A | N/A | N/A | 21.48 | 18.85 | 15.14 | 39.45 | 38.80 | 40.08 | 22.53 | 26.07 | 25.19 | 16.54 | 16.28 | 19.59 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 28.47 | 22.14 | 17.93 | 51.04 | 48.71 | 45.82 | 20.49 | 29.15 | 36.25 |
| Grade 7 | 35.16 | 29.82 | 20.69 | 43.59 | 49.09 | 52.49 | 21.25 | 21.09 | 26.82 |
| Grade 8 | 34.30 | 31.48 | 28.94 | 45.89 | 47.41 | 49.08 | 19.81 | 21.11 | 21.98 |
| All Grades | 32.42 | 27.82 | 22.68 | 47.01 | 48.41 | 49.17 | 20.57 | 23.77 | 28.15 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 28.82 | 19.93 | 16.73 | 48.26 | 50.92 | 56.97 | 22.92 | 29.15 | 26.29 |
| Grade 7 | 31.87 | 36.13 | 26.82 | 52.01 | 49.27 | 55.56 | 16.12 | 14.60 | 17.62 |
| Grade 8 | 28.99 | 27.41 | 30.77 | 51.21 | 56.30 | 56.04 | 19.81 | 16.30 | 13.19 |
| All Grades | 29.95 | 27.85 | 24.97 | 50.39 | 52.15 | 56.18 | 19.66 | 20.00 | 18.85 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 19.10 | 17.71 | 12.35 | 69.44 | 64.58 | 68.92 | 11.46 | 17.71 | 18.73 |
| Grade 7 | 17.22 | 16.79 | 13.79 | 67.40 | 67.52 | 72.41 | 15.38 | 15.69 | 13.79 |
| Grade 8 | 21.26 | 18.89 | 16.48 | 71.01 | 73.33 | 76.19 | 7.73 | 7.78 | 7.33 |
| All Grades | 19.01 | 17.79 | 14.27 | 69.14 | 68.47 | 72.61 | 11.85 | 13.74 | 13.12 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 31.60 | 28.04 | 20.32 | 51.04 | 50.18 | 58.17 | 17.36 | 21.77 | 21.51 |
| Grade 7 | 39.93 | 33.58 | 31.80 | 44.69 | 54.38 | 47.89 | 15.38 | 12.04 | 20.31 |
| Grade 8 | 36.23 | 38.15 | 31.87 | 46.86 | 48.52 | 52.01 | 16.91 | 13.33 | 16.12 |
| All Grades | 35.81 | 33.25 | 28.15 | 47.66 | 51.04 | 52.61 | 16.54 | 15.71 | 19.24 |

Conclusions based on this data:

1. Percentage of students above standard in all claims decreasing
2. Overall percentage exceeding standards decreasing in grades 6 & 7, remains steady in grade 8
3. Percentage not meeting standard in reading showing sharp increase.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 292 | 281 | 260 | 287 | 272 | 249 | 287 | 272 | 248 | 98.3 | 96.8 | 95.8 |
| Grade 7 | 280 | 287 | 272 | 272 | 275 | 259 | 272 | 275 | 259 | 97.1 | 95.8 | 95.2 |
| Grade 8 | 215 | 280 | 283 | 208 | 270 | 271 | 208 | 270 | 271 | 96.7 | 96.4 | 95.8 |
| All | 787 | 848 | 815 | 767 | 817 | 779 | 767 | 817 | 778 | 97.5 | 96.3 | 95.6 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2514. | 2518. | 2487. | 11.15 | 14.34 | 8.87 | 24.39 | 22.43 | 17.74 | 33.80 | 35.29 | 32.66 | 30.66 | 27.94 | 40.73 |
| Grade 7 | 2528. | 2539. | 2531. | 13.60 | 18.91 | 13.90 | 21.69 | 24.00 | 26.25 | 35.29 | 28.36 | 33.59 | 29.41 | 28.73 | 26.25 |
| Grade 8 | 2531. | 2536. | 2542. | 15.87 | 17.04 | 16.61 | 16.83 | 15.93 | 18.45 | 25.48 | 28.89 | 28.41 | 41.83 | 38.15 | 36.53 |
| All Grades | N/A | N/A | N/A | 13.30 | 16.77 | 13.24 | 21.38 | 20.81 | 20.82 | 32.07 | 30.84 | 31.49 | 33.25 | 31.58 | 34.45 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 16.38 | 21.69 | 13.71 | 43.55 | 41.54 | 34.68 | 40.07 | 36.76 | 51.61 |
| Grade 7 | 22.43 | 29.56 | 26.36 | 38.97 | 34.67 | 37.60 | 38.60 | 35.77 | 36.05 |
| Grade 8 | 17.79 | 18.96 | 18.08 | 26.92 | 35.69 | 36.53 | 55.29 | 45.35 | 45.39 |
| All Grades | 18.90 | 23.44 | 19.43 | 37.42 | 37.30 | 36.29 | 43.68 | 39.26 | 44.27 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 12.20 | 12.87 | 9.68 | 54.01 | 48.53 | 39.92 | 33.80 | 38.60 | 50.40 |
| Grade 7 | 16.54 | 23.27 | 16.60 | 50.74 | 48.00 | 51.35 | 32.72 | 28.73 | 32.05 |
| Grade 8 | 20.19 | 20.37 | 21.03 | 38.46 | 50.00 | 48.71 | 41.35 | 29.63 | 30.26 |
| All Grades | 15.91 | 18.85 | 15.94 | 48.63 | 48.84 | 46.79 | 35.46 | 32.31 | 37.28 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 16.03 | 17.28 | 11.29 | 51.57 | 49.26 | 47.58 | 32.40 | 33.46 | 41.13 |
| Grade 7 | 15.81 | 19.64 | 17.44 | 59.19 | 57.45 | 57.75 | 25.00 | 22.91 | 24.81 |
| Grade 8 | 18.75 | 17.47 | 15.87 | 47.60 | 52.42 | 58.30 | 33.65 | 30.11 | 25.83 |
| All Grades | 16.69 | 18.14 | 14.93 | 53.19 | 53.06 | 54.70 | 30.12 | 28.80 | 30.37 |

Conclusions based on this data:

1. Percentage of students above standard declining in all claims
2. Percentage at or near standard for communicating reasoning showing slight increase
3. Overall for met or exceeded reaming steady.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|-------|---------------|-------|------------------|-------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| Grade 6 | 1511.9 | | 1509.4 | | 1513.9 | | 19 | |
| Grade 7 | * | | * | | * | | 7 | |
| Grade 8 | 1563.6 | | 1560.9 | | 1565.8 | | 11 | |
| All Grades | | | | | | | 37 | |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| 6 | 10.53 | | 52.63 | | 15.79 | | 21.05 | | 19 | |
| 8 | 36.36 | | 36.36 | | 27.27 | | 0.00 | | 11 | |
| All Grades | 18.92 | | 43.24 | | 18.92 | | 18.92 | | 37 | |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| 6 | 31.58 | | 47.37 | | 5.26 | | 15.79 | | 19 | |
| 8 | 45.45 | | 45.45 | | 0.00 | | 9.09 | | 11 | |
| All Grades | 37.84 | | 40.54 | | 5.41 | | 16.22 | | 37 | |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| 6 | 10.53 | | 68.42 | | 21.05 | | 19 | |
| 8 | 9.09 | | 81.82 | | 9.09 | | 11 | |
| All Grades | 13.51 | | 64.86 | | 21.62 | | 37 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| 6 | 73.68 | | 10.53 | | 15.79 | | 19 | |
| 8 | 72.73 | | 27.27 | | 0.00 | | 11 | |
| All Grades | 72.97 | | 16.22 | | 10.81 | | 37 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| 6 | 5.26 | | 26.32 | | 68.42 | | 19 | |
| 8 | 36.36 | | 45.45 | | 18.18 | | 11 | |
| All Grades | 13.51 | | 35.14 | | 51.35 | | 37 | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| 6 | 15.79 | | 68.42 | | 15.79 | | 19 | |
| 8 | 0.00 | | 100.00 | | 0.00 | | 11 | |
| All Grades | 8.11 | | 78.38 | | 13.51 | | 37 | |

Conclusions based on this data:

1. Overall Language shows many students at level 3
2. Writing domain showing largest growth
3. Reading domain showing least growth

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 814 | 40.5 | 4.4 | This is the percent of students whose well-being is the responsibility of a court. |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 36 | 4.4 |
| Homeless | 1 | 0.1 |
| Socioeconomically Disadvantaged | 330 | 40.5 |
| Students with Disabilities | 99 | 12.2 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 39 | 4.8 |
| American Indian | 8 | 1.0 |
| Asian | 11 | 1.4 |
| Filipino | 8 | 1.0 |
| Hispanic | 257 | 31.6 |
| Two or More Races | 34 | 4.2 |
| Pacific Islander | 4 | 0.5 |
| White | 453 | 55.7 |





Conclusions based on this data:

1. Socioeconomically disadvantaged population large
2. Hispanic population is significant percentage.
3. White population is significant percentage.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| English Language Arts  Yellow | Chronic Absenteeism  Orange | Suspension Rate  Yellow |
| Mathematics  Orange | | |

Conclusions based on this data:

1. Chronic absenteeism area of concern
2. Mathematics is an area of concern
3. Suspension rates are an area of concern

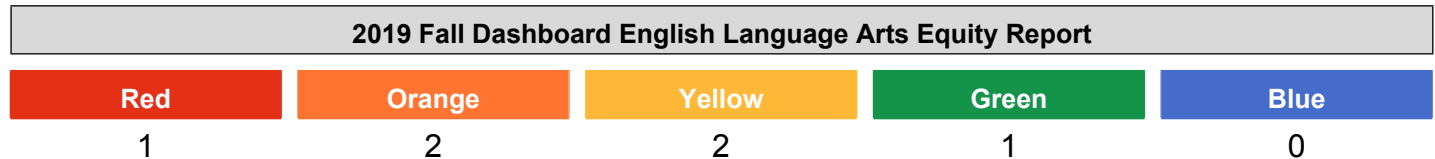
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | | | | |
|--|--|--|--|---|--|
| All Students | | English Learners | | Foster Youth | |
|  Yellow 4.3 points above standard Declined -9 points 755 | |  Orange 61.6 points below standard Declined -11.9 points 57 | |  No Performance Color 0 Students | |
| Homeless | | Socioeconomically Disadvantaged | | Students with Disabilities | |
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | |  Orange 19.6 points below standard Declined -9.8 points 318 | |  Red 98.3 points below standard Declined Significantly -20.6 points 90 | |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| | | | |
|---|--|--|---|
| African American  No Performance Color 35.4 points below standard Declined Significantly -18.6 points 31 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 | Asian  No Performance Color 26.2 points above standard 11 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |
| Hispanic  Yellow 3.3 points below standard Declined -12.4 points 242 | Two or More Races  Green 13.8 points above standard Declined -12.7 points 32 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | White  Yellow 8.7 points above standard Declined -6 points 420 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| | | |
|--|--|---|
| Current English Learner 114.4 points below standard Declined -10.7 points 28 | Reclassified English Learners 10.6 points below standard Increased ++4.6 points 29 | English Only 8.3 points above standard Declined -8.1 points 665 |
|--|--|---|

Conclusions based on this data:

1. Area of concern are English learners
2. Students with disabilities and area of concern
3. SED students are an area of concern

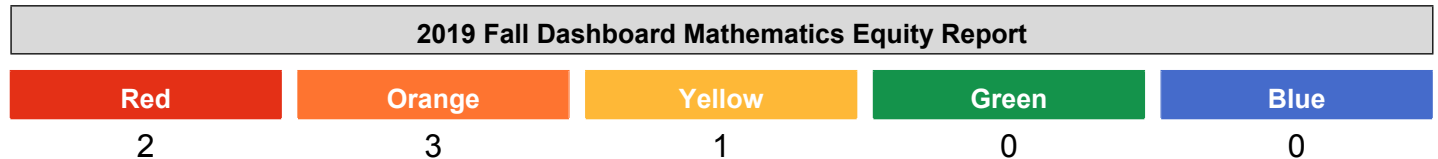
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|---|
| All Students  Orange 47.3 points below standard Declined -11.5 points 746 | English Learners  Red 123.5 points below standard Declined -10.4 points 57 | Foster Youth |
| Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | Socioeconomically Disadvantaged  Orange 79.9 points below standard Declined -13.4 points 313 | Students with Disabilities  Red 165.1 points below standard Declined Significantly -23.7 points 90 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
|  No Performance Color 92 points below standard Increased ++5.4 points 31 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |  No Performance Color 15.8 points below standard 11 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 63.3 points below standard Declined -14.1 points 237 |  Yellow 14.1 points below standard Maintained -1.8 points 32 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  Orange 38.3 points below standard Declined -9.7 points 416 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|--|
| 166.4 points below standard Maintained ++2.1 points 28 | 82 points below standard Declined -4.4 points 29 | 40.7 points below standard Declined -10 points 656 |

Conclusions based on this data:

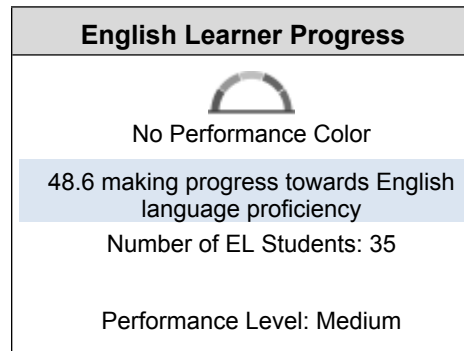
1. Area of concern English Learners
2. Students with disabilities an area of concern
3. SED students an area of concern

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| | 31.4 | 5.7 | 42.8 |

Conclusions based on this data:

1. High percentage at level one
2. Significant number progressed one level
3. Significant number decreased on level

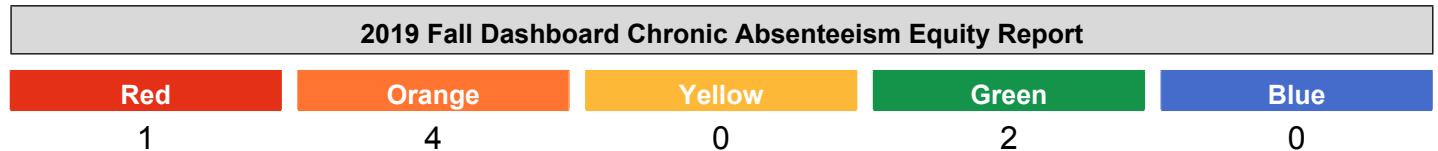
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|--|---|
| All Students  Orange 8.3 Increased +1.6 848 | English Learners  Green 7.7 Declined -3.4 39 | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | Socioeconomically Disadvantaged  Orange 12.4 Increased +2.6 355 | Students with Disabilities  Red 21.9 Increased +7.4 105 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| | | | |
|--|--|--|---|
| African American  Orange 18.2 Increased +2 44 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 | Asian  No Performance Color 9.1 11 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |
| Hispanic  Orange 8.5 Increased +2 270 | Two or More Races  Green 5.4 Declined -4.3 37 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 | White  Orange 7.1 Increased +1 465 |

Conclusions based on this data:

1. All students showed increase
2. SED students showed increase
3. SWD students showed significant increase

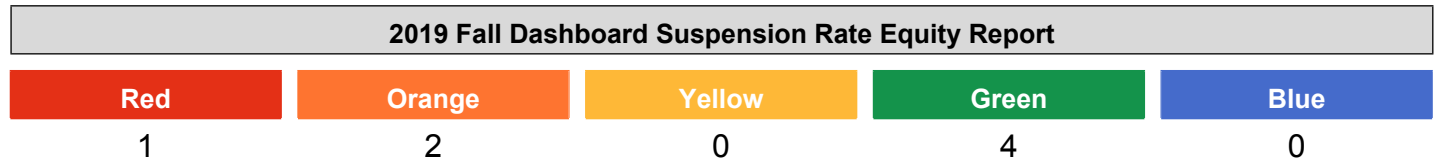
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| All Students  Yellow 5.9 Maintained -0.1 869 | English Learners  Green 4.9 Declined -9 41 | Foster Youth  No Performance Color Less than 11 Students - Data Not 1 |
| Homeless  No Performance Color Less than 11 Students - Data Not 2 | Socioeconomically Disadvantaged  Green 6.6 Declined -2.7 361 | Students with Disabilities  Red 14.8 Increased +2.7 108 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| | | | |
|---|--|--|---|
| African American  Green 4.3 Declined -3.5 46 | American Indian  No Performance Color Less than 11 Students - Data 8 | Asian  No Performance Color 0 13 | Filipino  No Performance Color Less than 11 Students - Data 8 |
| Hispanic  Green 5.7 Declined -2.9 279 | Two or More Races  Orange 8.1 Increased +5 37 | Pacific Islander  No Performance Color Less than 11 Students - Data 5 | White  Orange 6.3 Increased +1.4 473 |

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 6 | 5.9 |

Conclusions based on this data:

1. High suspension rates for all groups
2. SWD suspension rates above average
3. White students suspension rates increased

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement -ELA

Goal 1

Students can employ effective listening and speaking skills for a range of purposes and audiences

Target 4: Analyze, interpret and use information delivered orally

In order to reach this goal, the English department will focus on the following skills:

- take notes and make use of them in answering questions about the passage;
- distinguish relevant from irrelevant information;
- identify the topic and main idea;
- comprehend relationships between ideas
- identify speaker's purpose and tone
- discuss and respond to content of a lecture or listening passage orally and/or in writing

Identified Need

Need increased time on target areas instruction based on data from MAPs and teacher assessemnts

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------------|---|---------------------------------------|
| Teacher generated assessments . MAPS | Students will increase scores by 10% between September and June | Individual students will increase 10% |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will teach lessons based on teacher developed matrices twice weekly. Teacher generated assessments will monitor growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|----------|--|
| 3000 | Title I 1000-1999: Certificated Personnel Salaries Release time |
| 9602 | LCFF Base 4000-4999: Books And Supplies Materials: software and curriculum |
| 1000 | Title I 4000-4999: Books And Supplies |
| 2000 | Title I 1000-1999: Certificated Personnel Salaries Tutoring before school and after school |
| 25021.00 | Title I 1000-1999: Certificated Personnel Salaries Support classes for students not reaching standard |

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers focused on target area development instruction in all grade levels will be daily.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Expenditures used to implement ELA goal. Expenditures include materials, assessment creation and evaluation, staff development and support classes for students not achieving standard. The expenditures will allow teachers to evaluate progress and change as necessary.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Adjustments will be made based on teacher generated assessments throughout the year based on student needs.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement - Math

Goal 2

Every student will show mastery of at least 80% of the grade level essential standards as measured by the unit assessments.

Identified Need

Need is based on teacher generated assessments and MAPS scores.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------|--|--|
| Teacher Generated Assessments | Students will grow at least one level between Fall and Spring assessments. | All students will show growth on SBAC area of communicating reasoning. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teacher developed common assessments will be given to students at least three times per year. Teachers will meet and score assessments and develop lessons based on student performance on assessments. Teachers will work with math consultant to monitor student progress and adjust instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

35000

Title I
5800: Professional/Consulting Services And
Operating Expenditures

| | |
|------|--|
| | Staff Development - Math Transformations |
| 3000 | Title I 1000-1999: Certificated Personnel Salaries Release time, analyze data, create assessments, staff development |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Support classes for students not achieving standards. Teachers will recommend students for support classes based on classroom assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|----------|---|
| 13850.00 | Title I 1000-1999: Certificated Personnel Salaries Support classes |
| 2659.00 | LCFF Base 1000-1999: Certificated Personnel Salaries Release time to work with students not achieving standards |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide programs that will support the math goal by using CPM materials in depth for struggling students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|---------|--|
| 1000.00 | Title I 4000-4999: Books And Supplies Materials - on line programs |
| 820.00 | LCFF Base 4000-4999: Books And Supplies |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Socioeconomically disadvantaged, EL sub groups

Strategy/Activity

Extra support for students not meeting performance expectations as measured by classroom assessments and benchmark assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000

Title I

Before / After School Tutoring

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Math teachers created three assessments and a rubric for measuring student growth. Each year new assessments are created based on previous year's results and student progress.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All expenditures used for implementation of goal and providing support classes for students not achieving standard. Students showed significant growth from fall to spring assessment in 2019 2020

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Teacher generated assessments used for monitoring progress are used in fall, winter and spring. Teachers will meet, score assessments and plan instruction based on results.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Socio-emotional well-being

Goal 3

Based on data from 2019 2020 California Healthy Kids survey, our school will increase in student empathetic behaviors, and in their "care deeply" score from the initial survey.

Identified Need

Based on previous year's California Healthy Kids survey, there is a need for social emotional supports for all students.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------|--|--|
| California Healthy Kids Survey | School connection indicators will show 10% improvement | At least 10% improvement on key indicators |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All teachers will conduct an advisory one time a week using elements from Leader in Me, Crew, character education lessons, circles. Lessons will be based on CREW training to increase school connection.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000.00

Title I
1000-1999: Certificated Personnel Salaries
Release Time to develop school plan for social emotional needs (CREW)

1000.00

LCFF Base
1000-1999: Certificated Personnel Salaries

| | |
|----------|---|
| | Conferences |
| 1000.00 | Title I 4000-4999: Books And Supplies Supplemental Curriculum |
| 0 | |
| 1000.00 | Title I 5800: Professional/Consulting Services And Operating Expenditures Staff Development |
| 2000.00 | LCFF Base 5800: Professional/Consulting Services And Operating Expenditures |
| 20392.00 | LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures Fund probation officer to address attendance issues |

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LUSD will provide students access to varied enrichment opportunities--

Goal 4

Support goal 3 from LCAP and enrichment opportunities available to all students during the school day. LMS students will have opportunities to achieve participate in after school enrichment opportunities such as music, robotics, technology, dance, and drama. Project Lead the Way Science classes will be offered to all students.

Identified Need

Provide multiple after school and in school opportunities in arts, science, technology, etc. to connect students to school to increase connections.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------|--|---------------------------------------|
| Student / Parent surveys | Surveys will be conducted twice a year to monitor parent and student access. | Access to all students will increase. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

After / Before school enrichment such as music, dance, robotics, technology, and drama.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

9829.00

LCFF Base
1000-1999: Certificated Personnel Salaries
Arts Enrichment - After school arts and technology programs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

After school and in school programs - Music, robotics, drama, arts

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3000.00

LCFF Base
1000-1999: Certificated Personnel Salaries
Teacher pay for enrichment programs after school

LCFF Base
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Science Enrichment - Project Lead the Way Engineering Program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3000.00

LCFF Base
4000-4999: Books And Supplies
PLTW program enrollment and materials

3000.00

LCFF Base
5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instructional Strategies - Academic Interventions and enrichment programs for all students available after or before school

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000.00

LCFF Base
1000-1999: Certificated Personnel Salaries
Release time to address academic interventions and enrichment

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Classroom Supplies to support school goals and instructions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000.00

LCFF Base
4000-4999: Books And Supplies
Tech supplies for enrichment
Teacher Budgets / Office Supplies
Technology supplies

44920.90

Unrestricted Lottery
4000-4999: Books And Supplies
Teacher classroom budgets

3500.00

Unrestricted Lottery
4000-4999: Books And Supplies
Science supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Additional Counseling support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|---------|---|
| 5000.00 | LCFF Base 1000-1999: Certificated Personnel Salaries Counseling support |
|---------|---|

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| |
|-------------------------------|
| Strategy/Activity |
| Multilingualism Opportunities |

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|---------|--|
| 5000.00 | LCFF Base 1000-1999: Certificated Personnel Salaries Credentialed Teacher for Mandarin Program |
|---------|--|

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LUSD will coordinate outreach, communication, partnerships, and education for parents, staff and community members

Goal 5

Increase communication to parents and community by providing weekly e-mail communications, parent nights, title one meetings

Identified Need

Need is expressed in parent component of healthy kids survey.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-----------------------|--|--|
| Preant sign in sheets | Number of parents attending parent nights will increase by 10% | An increase of at least 10% in parent attendance at parent events. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent Meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1366.00

Title I Parent Involvement
5900: Communications
Title one meeting,
Parent Achieve and
math meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent communication tools-planners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|---------|---|
| | Weekly e-mails to parents through Jupiter Grades / on-line grade program |
| 2873.00 | LCFF Base 4000-4999: Books And Supplies Planners for every student |

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$215,832.90 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|----------------------------|-----------------|
| Title I | \$91,871.00 |
| Title I Parent Involvement | \$1,366.00 |

Subtotal of additional federal funds included for this school: \$93,237.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| | \$0.00 |
| LCFF Base | \$53,783.00 |
| LCFF Supplemental | \$20,392.00 |
| Unrestricted Lottery | \$48,420.90 |

Subtotal of state or local funds included for this school: \$122,595.90

Total of federal, state, and/or local funds for this school: \$215,832.90

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------------------|-----------|-----------|
| Title I | 91,871 | 0.00 |
| Title I Parent Involvement | 1,366 | 0.00 |
| LCFF Base | 53,783 | 0.00 |
| LCFF Supplemental | 12,648 | -7,744.00 |
| Unrestricted Lottery | 48,420.90 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------------|-----------|
| | 0.00 |
| LCFF Base | 53,783.00 |
| LCFF Supplemental | 20,392.00 |
| Title I | 91,871.00 |
| Title I Parent Involvement | 1,366.00 |
| Unrestricted Lottery | 48,420.90 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|-----------|
| | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 75,359.00 |
| 4000-4999: Books And Supplies | 72,715.90 |
| 5800: Professional/Consulting Services And Operating Expenditures | 61,392.00 |
| 5900: Communications | 1,366.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|----------------------------|-----------|
| | | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Base | 27,488.00 |
| 4000-4999: Books And Supplies | LCFF Base | 21,295.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF Base | 5,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF Supplemental | 20,392.00 |
| | Title I | 5,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 47,871.00 |
| 4000-4999: Books And Supplies | Title I | 3,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I | 36,000.00 |
| 5900: Communications | Title I Parent Involvement | 1,366.00 |
| 4000-4999: Books And Supplies | Unrestricted Lottery | 48,420.90 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 40,623.00 |
| Goal 2 | 61,329.00 |
| Goal 3 | 26,392.00 |
| Goal 4 | 83,249.90 |
| Goal 5 | 4,239.00 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

| Name of Members | Role |
|-------------------|----------------------------|
| Steve Mull | Principal |
| John Dungan | Classroom Teacher |
| Melissa Olson | Classroom Teacher |
| Jason Justeson | Classroom Teacher |
| Thomas Collier | Parent or Community Member |
| Tifani Gunn | Parent or Community Member |
| Jennifer Ceballos | Parent or Community Member |
| Lisa Ford | Other School Staff |
| | Secondary Student |
| | Secondary Student |
| | Secondary Student |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature | Committee or Advisory Group Name |
|-----------|------------------------------------|
| | English Learner Advisory Committee |
| | Departmental Advisory Committee |
| | Other: School Site Council |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/18/19.

Attested:

| |
|-----------------------------------|
| Principal, Steve Mull on 11/18/19 |
| SSC Chairperson, on 11/18/19 |

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|----------------------------|-----------------------------------|--|---------------------------|
| Lakeview Elementary School | 37681896038368 | | |

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Lakeview Elementary's School Site Council (SSC) meets three times/year as part of a continuous cycle of improvement to review data, monitor progress and update the school plan. Lakeview's site goals are collectively created with stakeholder input after a comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the California Schools Dashboard. Other district and school data including site and district benchmark assessments, attendance data, and suspension data, are utilized to further measure and monitor progress throughout the school year. Site goals are aligned with LUSD LCAP goals and include the same metrics/indicators. Although Lakeview does not receive Title I funds, our SPSA outlines how LCFF funding will be allocated to improve the academic performance as well as attendance and suspension rates for all students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The California Healthy Kids Survey is an anonymous, comprehensive data collection system that addresses school climate, health risks, behaviors, and youth resiliency. Lakeview uses the California Healthy Kids Survey to obtain feedback from parents, students and staff regarding the academic program, social-emotional needs, and overall school culture and climate. Based on the results of the CHKS, Lakeview scored above the state's average in nearly all categories. Two categories that revealed areas of need were "Caring Relationships" and "Social-Emotional Learning Supports." The data obtained from the CHKS was used to drive Lakeview's Goal #3 in the SPSA.

In addition to the CHKS, Lakeview participated in a Discovery Study with Orenda Education. The data collected during this study revealed a need for increased collaboration for calibration work. The recommendation was to implement a formal curriculum alignment matrix from priority standards, creating common formative assessments as "checkpoints" to monitor achievement towards grade level expectations, utilize data from checkpoints to plan collaboratively, and create instructional agreements to support high levels of powerful teaching. The data from this discovery study revealed a need to provide teachers with opportunities to plan lessons, observe one another and debrief best practices. Finally, the discovery study also highlighted a need for additional materials, supplies and supplemental curriculum for our dual immersion students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Every attempt is made for the site administrator to visit Lakeview's 34 classrooms on a regular basis. Informal classroom visits are conducted for the purpose of monitoring student learning, observing the delivery of instruction, supporting teachers in their professional growth, and checking in with students who need extra support. Teachers who are in their evaluation cycle also have the opportunity to participate in formal observations with feedback.

Summary of findings:

- * Students with Disabilities receive both pull-out instruction around their targeted learning goals. As a result, many students receiving RSP services are lacking exposure to their grade level curriculum.
- * Lakeview's English Language Learners are underperforming compared to their grade level peers. This achievement gap needs to be addressed.
- * Lakeview currently does not have an EL aide to provide push-in support
- * Students in grades 3-5 have access to Achieve 3000. Teachers are utilizing the program in different ways. Those who have implemented Achieve 3000 with fidelity are seeing significant growth in students' reading lexiles. Teachers would benefit from additional training in Achieve 3000 implementation to ensure that we are utilizing the program with fidelity.
- * Teachers need opportunities for collaboration and vertical articulation in the area of math, specifically around explaining mathematical reasoning.
- * Students with challenging behaviors are in need of additional support around self-regulation strategies, calming strategies and behavior management.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our school conducted an assessment to identify areas of student needs to inform goal setting for increased student achievement. This needs assessment included:

Due to the Covid-19 Pandemic, we did not administer the CAASPP this year. Instead of CAASPP we are using local measures which include NWEA MAP, End of Unit Assessments, DiBELS, EDL2 to monitor progress. We administered ELPAC to all English Learners

- Analysis of 2018-19 CAASPP scores
- Analysis of 2018-19 CELDT scores
- District Benchmark Assessments including DIBELS, ESGI, Running Records, IRI, & RI

Major findings from this analysis were: School wide, 65% of Lakeview students met or exceeded the standard in Overall English Language Arts on the CAASPP. By grade, standards were met or exceeded by 66% of 3rd graders, 58% of 4th graders, and 70% of 5th graders in Language Arts. The areas of Reading and Writing represents the claims with the highest percentage of students (16% & 17% respectively) scoring below standard in Language Arts.

ELPAC: We need to continue focusing on vocabulary acquisition and language development.

Analysis of CAASPP Math results indicate 60% of Lakeview students met or exceeded the standard school wide. By grade, 65% of 3rd graders, 58% of 4th graders, and 56% of 5th graders met or exceeded the standard in Math. Concepts and Procedures was the claim with the greatest percentage of students (26%) who scored below standard.

Analysis of 2018-2019 CELDT results showed Lakeview had _____ English Learners school wide. _____ of those students were in the K-2nd grade levels and _____ were in grades 3rd-5th grade. The highest percentage (____%) of English Learners fell into the Overall Intermediate category. _____% of students scored Advanced or Early Advanced and _____% of students scored Beginning or Early Intermediate.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Lakeview utilizes district benchmark assessments (DIBELS, IRI, RI,) chapter and unit assessments embedded in district adopted curriculum, Achieve 3000 assessments/data, SBAC interim assessments and teacher created assessments to target, drive, and modify classroom instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Lakeview has one teacher that is working toward a full credential in Special Education. 30 classroom teachers are fully credentialed. Lakeview also has 3 credentialed RSP teachers, 1 credentialed SLP and 1 credentialed Counselor. There are no mis-assigned teachers at Lakeview Elementary School.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are sufficiently trained.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

LUSD teachers participate in weekly site based Professional Learning Communities every Wednesday for 90 minutes and district-wide Professional Learning Communities twice/year. This time is utilized for professional growth, grade level articulation around data-analysis, data-driven short and long term lesson planning, or best teaching practices. In addition, teachers participate in district-wide Professional Growth Days twice/year.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers have access to the following instructional assistance

- * 1 site-based Math Coach
- * 1 site-based 21st Century Learning Coach
- * 1 Multi-Tiered Systems of Support Teacher on Special Assignment (shared with another site)
- * 5 Conscious Classroom Coaches
- * 1 district Language Teacher on Special Assignment
- * 1 district Technology Instructional Coach Teacher on Special Assignment

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers use weekly PLC time as well as site-funded release time to collaborate and participate in classroom observations (on site, across the district and/or in neighboring districts.) Spanish Immersion teachers participate annually in 3 district-wide PLCs for the purpose of horizontal and vertical articulation with other immersion teachers in the district.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Lakeview Elementary uses the district adopted ELA (Wonders), Math (Everyday Math), Science (NGSS), and Social Studies curriculum. These curriculum adoptions are aligned with Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Due to the Covid-19 Pandemic LUSD is following the state mandated minimum number of instructional minutes which are as follows:

Daily Instructional Minutes:

Kindergarten: 180 minutes

Grades 1 – 5: 240 minutes

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lakeview Elementary follows adopted pacing guides for both ELA and Math, as well as pacing for baseline assessments, district benchmark assessments, progress monitoring assessments, report cards, and parent conferences.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to district adopted instructional materials including Wonders (ELA), Maravillas (Spanish Immersion LA), Everyday Math (Math), Social Studies and Science. Site licenses for technology programs and software are used for instructional support and any ancillary materials that are used to support student learning

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All adopted curriculum and instructional materials are aligned to the Common Core State Standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Resource Specialist services (for students with an IEP,) Reading Intervention (30 minutes twice/week,) and ELD push-in support are provided to help underperforming students meet standards.

Evidence-based educational practices to raise student achievement

Lakeview is utilizing Achieve 3000, Read 180, System 44, data procured from MAPs Assessments, and Math Transformations to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

LUSD offers English classes to help non-English speaking parents acquire the language skills necessary to help their children in school. LUSD also offers "The Positive Parenting Program" (PPP) which is an evidence-based program that equips parents with the tools to improve common childhood behavioral issues. Parents learn strategies for managing misbehavior, improving the parent-child relationship, and reducing stress for the entire family. In addition, our school counselor serves families by providing resources and referrals to community outreach organizations.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Lakeview Elementary provides opportunities for stakeholder involvement through School Site Council, English Learner Advisory Committee (ELAC,) and the District English Learner Advisory Committee (DELAC.)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Lakeview does not receive categorical funding.

Fiscal support (EPC)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The development of Lakeview Elementary's 2020-2021 SPSA included multiple data measures for the purpose of gathering input from all stakeholders.

On January 13, 2021, all LUSD teachers participated in a district-wide data analysis day. Lakeview Staff reviewed previous CASSPP data, current MAP data, district benchmark assessment data,

grade level site developed assessments, California Healthy Kids Survey results, and Achieve 3000 data. During this time, we re-examined our site goals to determine what lead measures were/were not effective. Grade levels worked in teams to create charts that flagged both effective and ineffective strategies that had been put into place during the 2019-2020 school year and reported out their results. From this information, our staff identified effective strategies and drafted our 2020-2021 areas of focus.

During the 2019-2020 school year Lakeview also used the California Healthy Kids Survey (CHKS) as a tool to measure social emotional well being on our campus. The California Healthy Kids Survey is an anonymous, comprehensive data collection system that addresses school climate, health risks, behaviors, and youth resiliency. Lakeview uses the California Healthy Kids Survey to obtain feedback from parents, students and staff regarding the academic program, social-emotional needs, and overall school culture and climate. Based on the results of the CHKS, Lakeview scored above the state's average in nearly all categories. Two categories that revealed areas of need were "Caring Relationships" and "Social-Emotional Learning Supports." The data obtained from the CHKS was used to drive Lakeview's Goal #3 in the SPSA.

On September 17, 2019 Lakeview's Site Instructional Leadership Team spent a full day looking at our data. We first received training on how to pull apart and look critically at our data. We then disaggregated the data to focus on student subgroups. Through this process we discovered that two subgroups, English Language Learners and Students With Disabilities, are underperforming their grade level counterparts.

Lakeview teachers then participated in a Goal Setting Day during which we engaged in discussion to review all data, revisit goals, and worked in grade level teams to identify both Lag and Lead Measures. Teachers also collaborated to determine what resources need to be funded in order to achieve these goals. We completed a needs assessment for the current school year, and addressed the barriers to providing equitable educational opportunities for all students, with particular focus on English Language Learners and Students with Disabilities.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

In an effort to identify resource inequities, LUSD Ed Services assisted our site with creating a Pareto Chart to determine where the largest percentage of our budget was being spent. From there, we analyzed the data to determine if all student groups were being served equitably with our expenditures. The data from our Pareto Chart indicates that the two highest expenditures are the Intervention Teacher and Achieve 3000 software. Our staff feels that both expenditures have resulted in positive student outcomes. The Intervention program allows teachers to provide one additional hour of intensive reading instruction weekly to our struggling readers. Achieve 3000 uses leveled, nonfiction reading passages to target close reading, reading comprehension, vocabulary, and writing skills. Because the text complexity is automatically individualized to each student's reading lexile, students can access the information and practice these skills at their individual level(s). Both Achieve 3000 and Imagine Learning are research-based programs and therefore, staff feels that this is a beneficial expenditure. Further analysis of our expenditures revealed that we are not specifically targeting our English Learners or Students with Disabilities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 1.10% | 0.83% | 0.99% | 8 | 6 | 7 |
| African American | 1.24% | 0.97% | 0.99% | 9 | 7 | 7 |
| Asian | % | 0.28% | 0.28% | | 2 | 2 |
| Filipino | 0.55% | 1.11% | 0.7% | 4 | 8 | 5 |
| Hispanic/Latino | 24.59% | 25.28% | 25.35% | 178 | 182 | 180 |
| Pacific Islander | 0.28% | 0.28% | 0.42% | 2 | 2 | 3 |
| White | 70.99% | 69.72% | 68.73% | 514 | 502 | 488 |
| Multiple/No Response | % | % | 2.54% | | | 0 |
| Total Enrollment | | | | 724 | 720 | 710 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 131 | 108 | 132 |
| Grade 1 | 112 | 126 | 106 |
| Grade 2 | 131 | 123 | 118 |
| Grade3 | 120 | 133 | 121 |
| Grade 4 | 119 | 109 | 119 |
| Grade 5 | 111 | 121 | 114 |
| Total Enrollment | 724 | 720 | 710 |

Conclusions based on this data:

1. The largest student group at Lakeview is White students at 68.73%
2. The second largest student group at Lakeview is Hispanic/Latino at 25.35%
3. Lakeview has a very small population of the following student groups: Asian, Pacific Islander, American Indian, African American and Filipino.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | 26 | 26 | 21 | 3.6% | 3.6% | 3.0% |
| Fluent English Proficient (FEP) | 11 | 14 | 14 | 1.5% | 1.9% | 2.0% |
| Reclassified Fluent English Proficient (RFEP) | 2 | 6 | 4 | 8.0% | 23.1% | 15.4% |

Conclusions based on this data:

1. The percentage of English Learners at Lakeview has slightly decreased from 3.6% in 2017-2018 and 2018-2019 to 3.0% in 2019-2020.
2. The number of Fluent English Proficient students has remained the same (14) from 2018-2019 to 2019-2020.
3. The number of students reclassified to Fluent English Proficient significantly decreased from 6 students in 2019 to 4 students in 2020.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 115 | 118 | 128 | 112 | 110 | 120 | 112 | 110 | 120 | 97.4 | 93.2 | 93.8 |
| Grade 4 | 118 | 119 | 109 | 114 | 114 | 107 | 114 | 114 | 107 | 96.6 | 95.8 | 98.2 |
| Grade 5 | 108 | 110 | 121 | 104 | 105 | 118 | 104 | 105 | 118 | 96.3 | 95.5 | 97.5 |
| All | 341 | 347 | 358 | 330 | 329 | 345 | 330 | 329 | 345 | 96.8 | 94.8 | 96.4 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2449. | 2459. | 2461. | 30.36 | 38.18 | 35.83 | 27.68 | 30.91 | 30.00 | 27.68 | 17.27 | 24.17 | 14.29 | 13.64 | 10.00 |
| Grade 4 | 2464. | 2485. | 2481. | 23.68 | 30.70 | 31.78 | 24.56 | 31.58 | 26.17 | 25.44 | 17.54 | 20.56 | 26.32 | 20.18 | 21.50 |
| Grade 5 | 2482. | 2509. | 2543. | 19.23 | 20.00 | 35.59 | 20.19 | 36.19 | 33.90 | 32.69 | 22.86 | 20.34 | 27.88 | 20.95 | 10.17 |
| All Grades | N/A | N/A | N/A | 24.55 | 29.79 | 34.49 | 24.24 | 32.83 | 30.14 | 28.48 | 19.15 | 21.74 | 22.73 | 18.24 | 13.62 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 28.57 | 36.36 | 34.17 | 50.89 | 50.00 | 48.33 | 20.54 | 13.64 | 17.50 |
| Grade 4 | 24.56 | 24.56 | 28.97 | 51.75 | 59.65 | 50.47 | 23.68 | 15.79 | 20.56 |
| Grade 5 | 21.15 | 25.71 | 38.14 | 55.77 | 53.33 | 52.54 | 23.08 | 20.95 | 9.32 |
| All Grades | 24.85 | 28.88 | 33.91 | 52.73 | 54.41 | 50.43 | 22.42 | 16.72 | 15.65 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 26.79 | 36.36 | 25.83 | 51.79 | 46.36 | 60.00 | 21.43 | 17.27 | 14.17 |
| Grade 4 | 20.18 | 27.19 | 17.76 | 56.14 | 47.37 | 60.75 | 23.68 | 25.44 | 21.50 |
| Grade 5 | 20.19 | 28.57 | 26.27 | 48.08 | 50.48 | 58.47 | 31.73 | 20.95 | 15.25 |
| All Grades | 22.42 | 30.70 | 23.48 | 52.12 | 48.02 | 59.71 | 25.45 | 21.28 | 16.81 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 26.79 | 30.91 | 31.67 | 62.50 | 57.27 | 60.83 | 10.71 | 11.82 | 7.50 |
| Grade 4 | 16.67 | 23.68 | 19.63 | 61.40 | 62.28 | 69.16 | 21.93 | 14.04 | 11.21 |
| Grade 5 | 16.35 | 15.24 | 27.12 | 60.58 | 68.57 | 66.95 | 23.08 | 16.19 | 5.93 |
| All Grades | 20.00 | 23.40 | 26.38 | 61.52 | 62.61 | 65.51 | 18.48 | 13.98 | 8.12 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 40.18 | 36.36 | 37.50 | 51.79 | 50.91 | 54.17 | 8.04 | 12.73 | 8.33 |
| Grade 4 | 26.32 | 30.70 | 28.97 | 55.26 | 54.39 | 54.21 | 18.42 | 14.91 | 16.82 |
| Grade 5 | 19.23 | 24.76 | 40.68 | 50.96 | 56.19 | 51.69 | 29.81 | 19.05 | 7.63 |
| All Grades | 28.79 | 30.70 | 35.94 | 52.73 | 53.80 | 53.33 | 18.48 | 15.50 | 10.72 |

Conclusions based on this data:

1. 65% of our students met or exceeded the achievement standard for English Language Arts.
2. Our Average Distance from Standard (DFS) increased from +15 in 2018 to +26 in 2019.
3. Reading & Writing represent the claims with the most students scoring below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 115 | 118 | 128 | 112 | 108 | 120 | 112 | 108 | 120 | 97.4 | 91.5 | 93.8 |
| Grade 4 | 118 | 119 | 109 | 114 | 114 | 107 | 114 | 114 | 107 | 96.6 | 95.8 | 98.2 |
| Grade 5 | 108 | 110 | 121 | 104 | 104 | 118 | 104 | 104 | 118 | 96.3 | 94.5 | 97.5 |
| All | 341 | 347 | 358 | 330 | 326 | 345 | 330 | 326 | 345 | 96.8 | 93.9 | 96.4 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2459. | 2459. | 2465. | 24.11 | 29.63 | 32.50 | 41.96 | 40.74 | 32.50 | 25.89 | 14.81 | 21.67 | 8.04 | 14.81 | 13.33 |
| Grade 4 | 2485. | 2478. | 2492. | 23.68 | 13.16 | 23.36 | 35.09 | 36.84 | 34.58 | 23.68 | 35.09 | 28.04 | 17.54 | 14.91 | 14.02 |
| Grade 5 | 2483. | 2529. | 2520. | 15.38 | 28.85 | 26.27 | 19.23 | 26.92 | 25.42 | 25.00 | 25.00 | 22.03 | 40.38 | 19.23 | 26.27 |
| All Grades | N/A | N/A | N/A | 21.21 | 23.62 | 27.54 | 32.42 | 34.97 | 30.72 | 24.85 | 25.15 | 23.77 | 21.52 | 16.26 | 17.97 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 46.43 | 43.52 | 46.67 | 35.71 | 35.19 | 30.00 | 17.86 | 21.30 | 23.33 |
| Grade 4 | 41.59 | 27.19 | 32.71 | 33.63 | 41.23 | 44.86 | 24.78 | 31.58 | 22.43 |
| Grade 5 | 25.00 | 37.50 | 33.05 | 25.96 | 39.42 | 33.90 | 49.04 | 23.08 | 33.05 |
| All Grades | 37.99 | 35.89 | 37.68 | 31.91 | 38.65 | 35.94 | 30.09 | 25.46 | 26.38 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 34.82 | 37.96 | 45.83 | 52.68 | 46.30 | 40.00 | 12.50 | 15.74 | 14.17 |
| Grade 4 | 25.66 | 21.93 | 29.91 | 49.56 | 54.39 | 51.40 | 24.78 | 23.68 | 18.69 |
| Grade 5 | 12.50 | 28.85 | 27.12 | 47.12 | 50.96 | 48.31 | 40.38 | 20.19 | 24.58 |
| All Grades | 24.62 | 29.45 | 34.49 | 49.85 | 50.61 | 46.38 | 25.53 | 19.94 | 19.13 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 40.18 | 42.59 | 43.33 | 50.89 | 44.44 | 45.00 | 8.93 | 12.96 | 11.67 |
| Grade 4 | 34.51 | 24.56 | 30.84 | 43.36 | 57.02 | 49.53 | 22.12 | 18.42 | 19.63 |
| Grade 5 | 15.38 | 28.85 | 22.88 | 47.12 | 45.19 | 53.39 | 37.50 | 25.96 | 23.73 |
| All Grades | 30.40 | 31.90 | 32.46 | 47.11 | 49.08 | 49.28 | 22.49 | 19.02 | 18.26 |

Conclusions based on this data:

1. 60% of our students met or exceeded the achievement standards for Math.
2. Our Average DFS increased from +5 in 2018 to +13 in 2019.
3. The areas of Communicating Mathematical Reasoning represents the claim with the highest percentage of students scoring below standard.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|-------|---------------|-------|------------------|-------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| Grade K | * | | * | | * | | * | |
| Grade 1 | * | | * | | * | | * | |
| Grade 2 | * | | * | | * | | 6 | |
| Grade 3 | * | | * | | * | | 5 | |
| Grade 4 | * | | * | | * | | * | |
| Grade 5 | * | | * | | * | | 8 | |
| All Grades | | | | | | | 27 | |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| All Grades | 18.52 | | 48.15 | | 29.63 | | 3.70 | | 27 | |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| All Grades | 51.85 | | 25.93 | | 18.52 | | 3.70 | | 27 | |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | |
| All Grades | 22.22 | | 70.37 | | 7.41 | | 27 | | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | |
| All Grades | 59.26 | | 37.04 | | 3.70 | | 27 | | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| All Grades | 11.11 | | 66.67 | | 22.22 | | 27 | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| All Grades | 14.81 | | 77.78 | | 7.41 | | 27 | |

Conclusions based on this data:

1. 27 students took the ELPAC in 18-19.
2. Most of our students scored an overall level 3.
3. The largest number of students scoring "well developed" was in the speaking domain.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 720 | 30.4 | 3.6 | 0.1 |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 26 | 3.6 |
| Foster Youth | 1 | 0.1 |
| Socioeconomically Disadvantaged | 219 | 30.4 |
| Students with Disabilities | 119 | 16.5 |





| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 7 | 1.0 |
| American Indian | 6 | 0.8 |
| Asian | 2 | 0.3 |
| Filipino | 8 | 1.1 |
| Hispanic | 182 | 25.3 |
| Two or More Races | 11 | 1.5 |
| Pacific Islander | 2 | 0.3 |
| White | 502 | 69.7 |

Conclusions based on this data:

1. The largest student group at Lakeview is White students at 69.7%
2. 30.4% of Lakeview's student population is Socioeconomically Disadvantaged.
3. Students with Disabilities make up 16.5% of Lakeview's student population.

School and Student Performance Data

Overall Performance

| 2019 Fall Dashboard Overall Performance for All Students | | |
|--|--|--|
| Academic Performance | Academic Engagement | Conditions & Climate |
| <div>English Language Arts</div> <div></div> <div>Green</div> | <div>Chronic Absenteeism</div> <div></div> <div>Green</div> | <div>Suspension Rate</div> <div></div> <div>Green</div> |
| <div>Mathematics</div> <div></div> <div>Green</div> | | |

Conclusions based on this data:

1. Lakeview Elementary scored in the green in English Language Arts.
2. Lakeview Elementary scored in the green for both Mathematics and Chronic Absenteeism.
3. Lakeview's suspension rate is in the green.

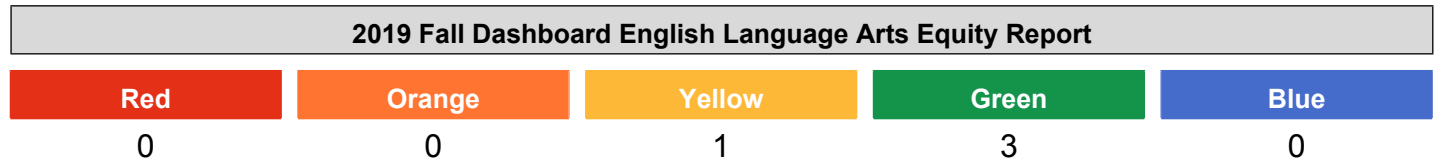
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|---|---|
| All Students  Green 25.6 points above standard Increased ++10 points 341 | English Learners  No Performance Color 2.7 points below standard Declined -9 points 23 | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Homeless  No Performance Color 0 Students | Socioeconomically Disadvantaged  Green 6.9 points above standard Increased ++13.9 points 115 | Students with Disabilities  Yellow 41.1 points below standard Increased ++13.8 points 75 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| | | | |
|---|--|--|---|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic  Green 15.3 points above standard Increased ++9.7 points 81 | Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | White  Green 29 points above standard Increased ++10.9 points 242 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| | | |
|--|--|---|
| Current English Learner 46.2 points below standard 11 | Reclassified English Learners 37.3 points above standard 12 | English Only 27.3 points above standard Increased ++11.6 points 314 |
|--|--|---|

Conclusions based on this data:

- Hispanic students (81 students) scored 15.3 points above standard which was an increase of 9.7 points.
- Socioeconomically Disadvantaged (115 students) scored 6.9 points above standard which was an increase of 13.9 points.
- Students with Disabilities (75 students) scored 41.1 points below standard which was an increase of 13.8 points.

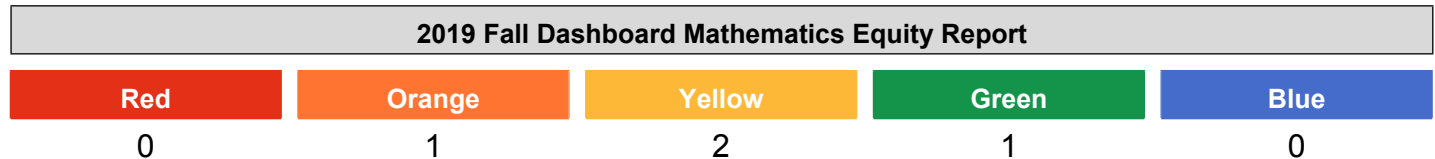
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|--|
| All Students  Green 9.9 points above standard Increased ++3.8 points 340 | English Learners  No Performance Color 31.4 points below standard Declined Significantly -26.6 points 23 | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Homeless | Socioeconomically Disadvantaged  Yellow 11 points below standard Maintained ++2.2 points 115 | Students with Disabilities  Orange 61.4 points below standard Maintained -0.6 points 74 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| | | | |
|---|--|--|---|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic  Yellow 3.5 points below standard Maintained ++2.7 points 81 | Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | White  Green 13 points above standard Maintained ++2.1 points 241 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| | | |
|--|---|--|
| Current English Learner 64 points below standard 11 | Reclassified English Learners 1.5 points below standard 12 | English Only 12.5 points above standard Increased ++6.4 points 313 |
|--|---|--|

Conclusions based on this data:

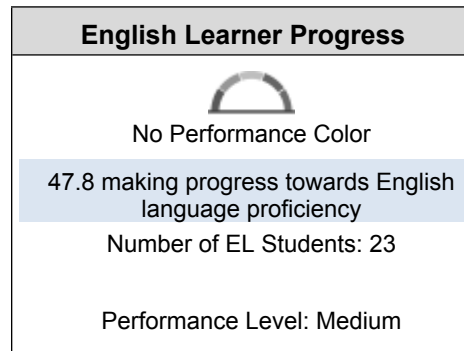
- Hispanic students (81 students) scored 3.5 points below standard which was an increase of 2.7 points.
- Socioeconomically Disadvantaged (115 students) scored 11 points below standard which was an increase of 2.2 points.
- Students with Disabilities (74 students) scored 61.4 points below standard which was a decrease of .6 points.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 17.3 | 34.7 | 4.3 | 43.4 |

Conclusions based on this data:

- 43.4% of Lakeview's English Learners progressed at lease one ELPI level.
- Our overall performance level is "Medium".
- 47.8% of our students are making progress toward English language proficiency.

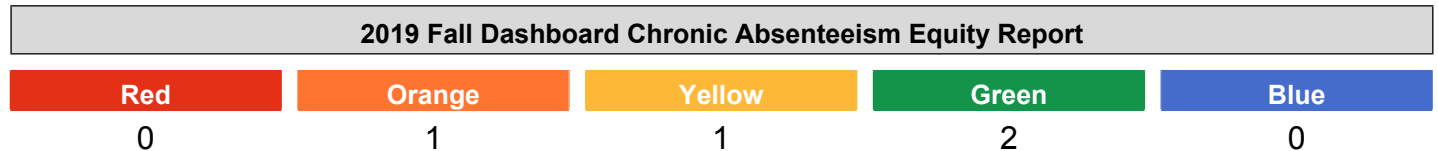
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| All Students  Green 4.4 Maintained +0.2 730 | English Learners  No Performance Color 0 Declined -14.3 26 | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 | Socioeconomically Disadvantaged  Green 6.1 Declined -1.1 230 | Students with Disabilities  Orange 5.6 Increased +3.2 143 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| | | | |
|---|--|--|---|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |
| Hispanic  Green 3.7 Declined -1 187 | Two or More Races  No Performance Color 0 11 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | White  Yellow 4.7 Increased +0.8 507 |

Conclusions based on this data:

- Overall chronic absenteeism levels were maintained in the green.
- Chronic absenteeism declined for Hispanic students.
- Chronic absenteeism increased for students in the White subgroup and students with disabilities but maintained or declined for all other subgroups.

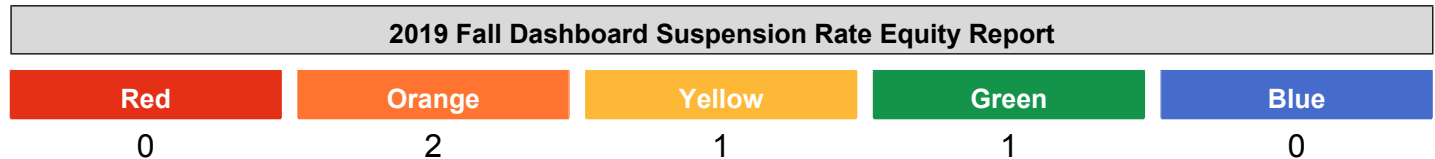
School and Student Performance Data

Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| All Students  Green 0.7 Maintained 0 736 | English Learners  No Performance Color 3.7 Increased +3.7 27 | Foster Youth  No Performance Color Less than 11 Students - Data Not 1 |
| Homeless | Socioeconomically Disadvantaged  Orange 1.7 Increased +0.6 232 | Students with Disabilities  Orange 3.5 Increased +1.1 143 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| | | | |
|---|--|--|---|
| African American  No Performance Color Less than 11 Students - Data 7 | American Indian  No Performance Color Less than 11 Students - Data 7 | Asian  No Performance Color Less than 11 Students - Data 2 | Filipino  No Performance Color Less than 11 Students - Data 8 |
| Hispanic  Yellow 1.1 Maintained 0 188 | Two or More Races  No Performance Color 0 13 | Pacific Islander  No Performance Color Less than 11 Students - Data 2 | White  Green 0.6 Maintained 0 509 |

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0.7 | 0.7 |

Conclusions based on this data:

1. We maintained our current level of suspensions, putting us in the green band.
2. There was a 1.1% increase in suspensions for Students with Disabilities, putting us in the orange band.
3. There was a 1.7% increase in suspensions for Socioeconomically disadvantaged students, putting us in the orange band.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LUSD will accelerate academic achievement for all students in all subjects.

Goal 1

By June 2021, all students will show a minimum of +5 points growth across the Reading & Language Usage strands as measured by NWEA MAP.

Identified Need

Because CAASPP was not administered in 19-20, an in-depth analysis of our 18-19 CAASPP data indicates that school-wide, 35% of students have not met the grade-level standard in ELA. Claim #1 (Reading) has been identified as the area of greatest need.

To support this goal, students in grades K-2 will

- * Participate in small, targeted reading intervention groups 2 times per week for 30 minutes each
- * Access Smarty Ants at least two times per week for at least 15 minutes per session
- * Have access to Guided Reading instruction at least 2 times per week

Students in grades 3-5 will

- * Practice leveled reading passages from our Wonders curriculum 2 times per week
- * Have access to explicitly taught direct instruction fluency lessons bi-weekly
- * Complete one Achieve 3000 article per month with an emphasis on close reading

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|-------------------------------------|
| By June 2021, using the NWEA MAP ELA Assessment as a performance indicator, | students in grades 1-5 will show positive academic growth from their baseline RIT score in Reading | to a mean RIT of at least +5 points |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will use research based support programs Smarty Ants (grades K-2) and Achieve 3000 (grades 3-5) to target academic deficits in Reading Fluency and Reading Comprehension. These

programs provide remediation to close achievement gaps for all students, as well as specific targeted student groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0

Achieve 3000, Smarty Ants Site License
* LUSD has provided funding for this resource for the 20-21 academic year.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will use norm referenced NWEA MAP three times per year for the purpose of monitoring student progress and growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

750

LCFF Supplemental
4000-4999: Books And Supplies
NWEA Map - Grade 1

0

4000-4999: Books And Supplies
NWEA Map - Grades 2-5 *LUSD has provided funding for this resource for the 20-21 academic year.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students in Grades K-5 will use the application SeeSaw to to access assignments, receive feedback on work, practice reading fluency and provide evidence of understanding when explaining their mathematical thinking. SeeSaw allows teachers to monitor student's' oral reading fluency/rate to target areas of need and close the achievement gap for all students, as well as targeted student groups such as Students with Disabilities and English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0

4000-4999: Books And Supplies
*LUSD has provided funding for this resource for the 20-21 academic year.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will utilize white boards during small group instruction to practice writing fluency and sight word recognition/practice (Grades 1 & 2) Small group instruction and reading intervention allows the teacher to target areas of need and close the achievement gap for all students, as well as targeted student groups such as Students with Disabilities and English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000

LCFF Base
4000-4999: Books And Supplies
Student White Boards

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will receive a half-day release, three times per year, to administer 1:1 assessments for the purpose of monitoring students growth and progress towards site-developed goals. Teachers will analyze their data and provide reports for families outlining students' areas of strength and areas where improvement is needed. This strategy provides teachers with data to address potential achievement gaps for all students, as well as targeted student groups such as Students with Disabilities, and English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|---|
| 2500 | LCFF Base 1000-1999: Certificated Personnel Salaries Teacher Release Time for Assessments/Data Collection (Other Half Allocated in Goal #2) |
|------|---|

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

| |
|--------------|
| All Students |
|--------------|

Strategy/Activity

Teachers will receive a half-day release, three times per year, to review assessment data, set goals and discuss targeted interventions for struggling readers. This practice will provide remediation and strategic planning for the purpose of closing the achievement gaps for all students, as well as targeted specific student groups. Grade level teams will collaborate to align their curriculum to the Common Core State Standards using their matrix and the resource "The Common Core Companion for English Language Arts."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|---|
| 1370 | LCFF Supplemental 1000-1999: Certificated Personnel Salaries Provide half day substitutes for teachers to meet with grade level team to review assessment data, set goals and collaborate on targeted interventions for struggling readers. |
| 800 | LCFF Supplemental 4000-4999: Books And Supplies Common Core Companion for English Language Arts |

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

| |
|--------------|
| All Students |
|--------------|

Strategy/Activity

Teachers will be provided with funds to purchase classroom materials and supplies for the purpose of supporting and maintaining the ongoing instructional program in English & Spanish Language Arts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|--|
| 6300 | LCFF Base 4000-4999: Books And Supplies Supplemental Instructional Materials |
|------|--|

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

| |
|--------------|
| All Students |
|--------------|

Strategy/Activity

| |
|--|
| The school site will maintain supplies and office equipment (Printers, Xerox Copiers, Risos, Laminator/Film, Ink/Toner) for the purpose of supporting and maintaining the ongoing instructional program. |
|--|

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|---|
| 4000 | Unrestricted Lottery 4000-4999: Books And Supplies Office Supplies, Equipment & Maintenance |
|------|---|

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

| |
|--------------------------------------|
| English Language Learners / Hispanic |
|--------------------------------------|

Strategy/Activity

| |
|--|
| English Learners will utilize the research-based application Imagine Learning to build English language vocabulary , increase reading fluency and comprehension, and strengthen writing skills. This program will provide language acquisition development to close achievement gaps for EL and Hispanic Students. |
|--|

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|---|---|
| 0 | 4000-4999: Books And Supplies Imagine Learning - Language & Literacy. *LUSD has provided funding for this resource for the 20-21 academic year. |
|---|---|

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will use the California ELD Standards Companion as a resource for providing access to the Common Core State Standards in Language Arts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

450

LCFF Base
4000-4999: Books And Supplies
California ELD Standards Companion (*Other half allocated in Goal #2)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners / Hispanic / Foster Youth

Strategy/Activity

Students will have access to novels and short stories in both informational and literary text for the purpose of supporting reading skills such as close reading, citing text evidence, and developing vocabulary. These materials will be purchased so that targeted student groups have access to a variety of reading sources, at varying levels of complexity, in an effort to provide differentiated resources and increase academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000

Unrestricted Lottery
4000-4999: Books And Supplies
Informational and Literary Text - Student Literature

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Dual Immersion Students

Strategy/Activity

Spanish Immersion teachers will be provided with additional DRA Kits (Developmental Reading Assessment) for the purpose of assessing student growth and progress in the target language three times per year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3500

LCFF Base
4000-4999: Books And Supplies
EDL2 Kits & Administration Manuals

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Dual Immersion Students

Strategy/Activity

Purchase class sets of novels and small group instruction books in Spanish for our Dual Immersion students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

6000

Unrestricted Lottery
4000-4999: Books And Supplies
Class sets and small group sets of
books/novels/chapter books

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

New Goal

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

New Goal

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New Goal

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LUSD will accelerate academic achievement for all students in all subjects.

Goal 2

By June 2020, all students (K-5) will increase their ability to communicate mathematical reasoning by one band on a site developed assessment rubric.

Identified Need

An in-depth analysis of our 18-19 CAASPP data indicates that school-wide, 40% of students have not met the grade-level standard in Math. Claim #3 (Communicating Reasoning) has been identified as the area of greatest need.

To support this goal, the following actions and strategic will be utilized:

- * Teachers in grades K-5 will explicitly teach how to communicate mathematical reasoning while solving word problems once/week.
- * Teachers will develop a common rubric which measures a student's ability to communicate mathematical reasoning and will utilize this tool to monitor students' progress biweekly.
- * Students in grades K-2 practice word problems using the "Part/Part/Whole" template at least once/week.
- * Students will be presented with weekly equations embedded in word problems, teachers will specifically teach the strategies for analyzing a word problem, how to recognize key vocabulary, how to use part/part/whole to understand the relationship between addition and subtraction and how to make a number story and explain their strategy for solving.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---------------------|
| Using the 2020-2021 California Assessment of Student Performance and Progress (CAASPP), | the distance from proficiency will increase from +10 | to +15 school-wide. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will utilize SeeSaw as a means to communicate mathematical reasoning when solving the chapter challenge for each unit as measured by a grade-level generated rubric.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0

*LUSD has provided funding for this resource for the 20-21 school year

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will receive a half-day release, three times per year, to administer 1:1 assessments for the purpose of monitoring students growth and progress towards site-developed goals. Teachers will analyze their data and provide reports for families outlining students' areas of strength and areas where improvement is needed. This strategy provides teachers with data to address achievement gaps for all students, as well as targeted student groups such as Students with Disabilities, and English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2500

LCFF Base
1000-1999: Certificated Personnel Salaries
Teacher Release Time for Assessment/Data Collection (Other half allocated in Goal #1)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will receive a half-day release, three times per year, to review assessment data, set goals and discuss targeted interventions for struggling students. This practice will provide remediation and strategic planning for the purpose of closing the achievement gaps for all students, as well as

targeted specific student groups Grade level teams will collaborate to align their curriculum to the Common Core State Standards using the resource "The Common Core Companion for Math."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1370

LCFF Supplemental
1000-1999: Certificated Personnel Salaries
Provide half day substitutes for teachers to meet with grade level team to review assessment data, set goals and collaborate on targeted interventions for struggling students.

800

LCFF Supplemental
4000-4999: Books And Supplies
Common Core Companion for Math

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will be provided with funds to purchase classroom materials and supplies for the purpose of supporting and maintaining the ongoing instructional program in Math..

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

6300

LCFF Base

Supplemental Instructional Materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The school will maintain supplies and office equipment (Printers, Xerox Copiers, Risos, Laminator/Film, Ink/Toner) for the purpose of supporting and maintaining the ongoing instructional program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|--|
| 4000 | Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures Office Supplies, Equipment & Maintenance |
|------|--|

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

| |
|--------------|
| All Students |
|--------------|

Strategy/Activity

| |
|--|
| Students will utilize white boards during small group instruction to practice solving word problems using the Part/Part/Whole template (Grades K-2) Small group instruction and intervention allows the teacher to target areas of need and close achievement gaps for all students, s well as targeted student groups such as students with disabilities and English Language Learners. |
|--|

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|---|
| 1000 | LCFF Base 4000-4999: Books And Supplies Student White Boards with part/part/whole, ten frames, and number lines |
|------|---|

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

| |
|--------------|
| All Students |
|--------------|

Strategy/Activity

| |
|--|
| Teachers in grades 1-5 will use norm-referenced NWEA MAP three times per year for the purpose of monitoring student progress and growth. |
|--|

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|-----|--|
| 750 | LCFF Supplemental 4000-4999: Books And Supplies NWEA MAP - Grade 1 |
| 0 | 4000-4999: Books And Supplies |

NWEA MAP - Grades 2-5

*LUSD has provided funding for this resource for the 20-21 academic year

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Teachers will use the California ELD Standards Companion as a resource for providing access to the Common Core State Standards in Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

450

LCFF Base

4000-4999: Books And Supplies

California ELD Standards Companion

*Other half allocated in Goal #1

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

English Learners will utilize the research-based application "Imagine Math" to build problem-solving skills and conceptual understanding in Math. Imagine Math provides language support for English learners while building their academic vocabulary in Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0

4000-4999: Books And Supplies

*LUSD has provided funding for this resource for the 20-21 academic year

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

New Goal

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

New Goal

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New Goal

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Socio-Emotional Well Being

Goal 3

By June 2020, 100% of Lakeview students will have meaningful relationships with at least one adult on campus.

Identified Need

After an in-depth analysis of the 2019-2020 School Climate Report Card from the California Healthy Kids Survey (CHKS), Lakeview staff identified school-connectedness and caring relationships as an area of need. In the CHKS Student Report Indicators, 79% of students reported that they feel like they are a part of the school. This was a 3% decrease from the previous year's data. 87% of students reported that adults at our school care about them. While this data is very positive, it was a 3% drop from the previous year's data.

As a result of this data, staff gathered for the purpose of collecting additional data around our meaningful relationships with our students. The name of every student in our school was placed on an index card and displayed in the MPR. Staff placed a sticker on a student's card if they knew something personal or unique about that student (for example: "Gabriel plays 2nd base on a baseball team" or "Kayla has a dog named Charlie.") Upon conclusion of this activity, we discovered that 13% of students do not have any meaningful relationships with a staff member. Our goal is to build bridges and meaningful relationships with students throughout the year so that, by June 2020 100% of Lakeview students have a meaningful relationship with at least one staff member on campus.

We will work towards this goal by

- * Conducting daily morning meetings / community circles / exit activities
- * Intentionally engaging students in 1:1 conversations
- * Encouraging parent involvement through consistent communication through a variety of platforms
- * Engaging students during hybrid instruction and distance learning on their asynchronous learning days

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|-------------------------|---|
| By June 2021, the number of meaningful relationships & personal connections with students will increase | from 87% in 2019 | to 100% as measured by the "Index Card Activity." |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Kindergarten Students

Strategy/Activity

Additional playground coverage daily for Kindergarten students for the purpose of increasing student safety, and assisting students with self-regulation strategies and conflict resolution.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10000

LCFF Base
2000-2999: Classified Personnel Salaries
Kindergarten Playground Coverage

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Playground Coordinator (extra hours) will assist students with and provide PD for staff in the utilization of self management and conflict resolution strategies. Playground Coordinator will conduct monthly meetings with Campus Student Supervisors for the purpose of ongoing professional development and identification of "hot spots" on the playground.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

18000

LCFF Base
2000-2999: Classified Personnel Salaries
Playground Coordinator Additional Hours

1200

Unrestricted Lottery
2000-2999: Classified Personnel Salaries
Playground supervisors- monthly meetings.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

MTSS TOSA will provide PD on community circles and restorative practices. She will also support teachers in implementing multi-tiered systems of support for the purpose of providing both academic and social-emotional support for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0

1000-1999: Certificated Personnel Salaries
MTSSA TOSA to provide support, resources and PD for staff

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The School Counselor will run social skills groups with students 3-4 times/week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0

LCFF Base
4000-4999: Books And Supplies
This resource was allocated with Teacher Materials & Supplies in Goals 1 & 2

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will utilize an iPad stand for the purpose of including students in Morning Meetings via zoom on their asynchronous learning days. This strategy will serve to aid teachers in "connecting" with their students and set them up for success during at-home learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1500

LCFF Supplemental
4000-4999: Books And Supplies

iPad Stands for each classroom and RSP teacher

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will utilize the resource "The Morning Meeting Book" to gain knowledge, resources and ideas for implementing Morning Meetings in to their daily practice. This practice will increase the home/school connection in an effort to connect with and close achievement gaps for all students as well as targeted student groups including students with disabilities and English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

800

LCFF Supplemental
4000-4999: Books And Supplies
"The Morning Meeting Book"

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will utilize "Orange Folders" as a tool for communicating with families and to aid in the exchange of materials and important documents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000

Unrestricted Lottery
0000: Unrestricted
Orange Communication Folders

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Lakeview will replace our school marquis for the purpose of disseminating important news, information and updates to our parents and the community as a whole. (Note: Last year our marquis "died" and we are in need of a replacement.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Unrestricted Lottery
5900: Communications
Replacement of School Marquis

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

New Goal

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

New Goal

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New Goal

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$81,340.00 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| | \$0.00 |
| LCFF Base | \$52,000.00 |
| LCFF Supplemental | \$8,140.00 |
| Unrestricted Lottery | \$21,200.00 |

Subtotal of state or local funds included for this school: \$81,340.00

Total of federal, state, and/or local funds for this school: \$81,340.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------------------|-----------|-----------|
| Title I | | |
| Title I Parent Involvement | | |
| Unrestricted Lottery | 43,424.30 | 22,224.30 |
| LCFF Base | 51,558.27 | -441.73 |
| LCFF Supplemental | 9,045.05 | 905.05 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------|-----------|
| | 0.00 |
| LCFF Base | 52,000.00 |
| LCFF Supplemental | 8,140.00 |
| Unrestricted Lottery | 21,200.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|-----------|
| | 6,300.00 |
| 0000: Unrestricted | 1,000.00 |
| 1000-1999: Certificated Personnel Salaries | 7,740.00 |
| 2000-2999: Classified Personnel Salaries | 29,200.00 |
| 4000-4999: Books And Supplies | 33,100.00 |
| 5000-5999: Services And Other Operating Expenditures | 4,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|------------------|----------------|--------|
|------------------|----------------|--------|

| | | |
|--|----------------------|-----------|
| | | 0.00 |
| | | 0.00 |
| 1000-1999: Certificated Personnel Salaries | | 0.00 |
| 4000-4999: Books And Supplies | | 0.00 |
| | LCFF Base | 6,300.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Base | 5,000.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Base | 28,000.00 |
| 4000-4999: Books And Supplies | LCFF Base | 12,700.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental | 2,740.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental | 5,400.00 |
| 0000: Unrestricted | Unrestricted Lottery | 1,000.00 |
| 2000-2999: Classified Personnel Salaries | Unrestricted Lottery | 1,200.00 |
| 4000-4999: Books And Supplies | Unrestricted Lottery | 15,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Unrestricted Lottery | 4,000.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 31,670.00 |
| Goal 2 | 17,170.00 |
| Goal 3 | 32,500.00 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

| Name of Members | Role |
|--------------------|----------------------------|
| Staci Arnold | Principal |
| Jackie Siragusa | Other School Staff |
| Sarah Ottonello | Parent or Community Member |
| | Parent or Community Member |
| | Parent or Community Member |
| Elizabeth Upchurch | Classroom Teacher |
| Rosella Gonzalez | Classroom Teacher |
| Mary Bedrosian | Classroom Teacher |
| Lamia Matti | Other School Staff |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: Instructional Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 1/25/2021.

Attested:

Principal, Staci Arnold on 1/25/21

SSC Chairperson, Jessa Smith on 1/25/21

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-------------------------------|-----------------------------------|--|---------------------------|
| Lemon Crest Elementary School | 37681896110092 | 1/25/2021 | |

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Lemon Crest Elementary's School Site Council (SSC) meets regularly during the school year as part of a continuous cycle of improvement to review and update the school plan (including proposed expenditures of Title I funds and CSI funds). Lemon Crest's school goals are based upon a comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including benchmark assessments, attendance data, and suspension data, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with LUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The Lemon Crest SPSA addresses how LCFF and Title I funds will be used to improve the academic performance, attendance rate, and suspension rates for all students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At Lemon Crest we use a needs assessment survey for both teachers and parents. This survey includes understanding the role of the School Site Council, effective and ineffective strategies being implemented, barriers that impede student academic success, and a place for suggestions and information. Our school also uses the California Healthy Kids Survey and School Climate Survey which provides students and teachers the opportunity to express concerns and highlight things that work at our school site. The CHKS provides an opportunity for students to provide input on academic, social emotional, and overall school climate. This year, we also reviewed our school wide study that was conducted by an independent consultant, Orenda Education, which took a deep dive into school culture, student groups, teaching strategies, and community involvement. These surveys all showed that support for reading and math were imperative to student success. They also flagged a need for professional development for parents, and learning opportunities to help their children.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At Lemon Crest, weekly informal walkthroughs are conducted to monitor instruction and behavior, as well as gauge student achievement. Each classroom is visited at least once a week, and they are between 15 - 30 minutes in duration. There are also opportunities for yearly formal observation, if a teacher chooses. These observations are not stand alone, and informal walkthroughs are used to provide a well rounded instructional picture in the classroom. In addition to administrator observations, teachers are also given the opportunity to observe colleagues to watch different strategies for best practice.

The summary of findings is as follows:

Our English Learners academic proficiency is far below other student groups. The need for integrated and designated ELD is apparent in all classrooms at Lemon Crest.

Our Students with Disabilities need access to standards based instruction, along with instruction toward individual educational goals. By being pulled out for RSP, students are often missing core grade level instruction

Targeted social emotional instruction is imperative to develop the skills needed for academic success

Writing instruction needs to be targeted across all content areas

Math instruction needs to align vertically, as well as include strategic direct instruction opportunities, small group instruction, and opportunities for explanation and reasoning

The use of Achieve 3000 to build upper grade literacy works if it is used to fidelity

PBL opportunities keep students engaged

The use of technology needs to be intentional and monitored for it to make an impact on student achievement

During these unprecedented times technology is not as effective for hybrid/distance learning. Students need support from people.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

Analysis of 2018-2019 SBAC scores (as the SBAC was waived during the 19-20 school year)
Review of NWEA MAP Data in both Reading and Math
Review of ELPAC scores and reclassification rates
Achieve 3000 data
Classroom observations of teaching
Review of required instructional minutes in core academic areas
Evaluation of the effectiveness of teacher professional development
Evaluation of the effectiveness of intervention programs to support student needs
Evaluation of teacher collaboration for the purpose of improved instruction
Analysis of student behavior and discipline data focusing on major infractions and location of problem areas

Major findings from this analysis were:

1. ELA: 38% of our students met or exceeded standard. We increased by 8% from the previous year. Students scored as follows: Reading - 77% Above, At, or Near standard, Writing - 68% Above, At, or Near standard, Listening - 77% At, Near, or Above Standard, Research/Inquiry - 73% Above, At, Near standard.
2. Math: 30% of our students met or exceeded standard, an increased of 2% from the previous year. 61% of our students were above, at or near standard in Problem Solving & Modeling/Data, thus making it our strongest domain. 42% of our students were above, at or near standard in Concepts and Procedures, thus making it our biggest area of need.
3. Social Emotional: The number of suspensions and High Level Referrals for our students declined 49% during the 2018-2019 school year. Social skills development including developing empathy, conflict resolution, and restorative practices were implemented to fidelity.
4. At Risk students: Students who were at risk academically were placed in intervention. These students showed growth on the 2018-2019 SBAC.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

NWEA MAP scores, district adopted assessments, Achieve 3000 assessments/data, and teacher made assessments were all used to target, modify, and drive classroom instruction

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

At Lemon Crest we have one teacher that is working toward a full credential. 29 teachers are fully credentialed. There are no misassigned teachers at Lemon Crest Elementary School.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teacher are sufficiently trained.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Each Wednesday, LUSD teachers have site based Professional Learning Community time. This 120 minute block is directed at staff development and development of content standards and data analysis. This time is spent as a whole staff, grade levels, and vertically aligned to help teachers see the big picture and positively impact student achievement

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers have access to two district TOSA's. One is designated to support teachers with technology, an understanding how to appropriately implement it to positively impact student achievement. The other TOSA helps with behavior and social emotional learning, and its impact on academic performance. This TOSA also helps to support strategies and interventions to close the achievement gap of struggling students. At Lemon Crest, we also have implemented an intervention program to support teachers and student learning. This program makes three intervention specialists available to all teachers. They help provide small group support and standards review.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers use PLC time, as well as site funded release time to collaborate, observe peers, as well as teachers across the district, as well as surrounding districts.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Lemon Crest uses the adopted ELA (Wonders), Math (Everyday Math), Science (NGSS), and Social Studies curriculum. These adoptions are aligned with Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lemon Crest Elementary School adheres to the state adopted instructional minutes.

Grade

Annual Minutes

Kindergarten

36,000

Grades 1 – 3

50,400

Grades 4 – 8

54,000

The 2020-2021 school year has brought significant challenges in education. We have adopted two systems of instruction. Full Distance learning and Hybrid instruction. Although both follow the adopted instructional minutes. They look different this academic school year. The following chart shows the breakdown for synchronous and asynchronous minutes:

| Grade Level | Total Student Instructional Minutes | Students' Average Daily Synchronous | Teachers' Average Daily Synchronous |
|----------------|-------------------------------------|-------------------------------------|-------------------------------------|
| **Kindergarten | 180 | 63+ | |
| **1st - 5th | 240 | 84+ | |
| 244 | | | |

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lemon Crest ES follows adopted pacing guides for both ELA and Math, as well as pacing for baseline assessments, progress monitoring assessments, report cards, and parent conferences.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to all adopted instructional materials, grade appropriate site licenses for technology programs used for instructional support, and any ancillary materials that are used to support student learning

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards aligned curriculum is used.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

RSP services, intervention block, and ELD are provided to help underperforming students meet standards

Evidence-based educational practices to raise student achievement

We are using Achieve 3000, Imagine Learning, and GLAD strategies to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Lemon Crest provides School Smarts classes to provide the skills to support their students in school. We are also developing virtual parent classes and seminars to help through the pandemic. These classes will offer parents' strategies to assist their children with asynchronous work, difficult standards and concepts, regular attendance, and socio-emotional support. It will also provide parents a place to ask questions, express frustrations and concerns, and share their feelings and experiences with other community members.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At Lemon Crest we provide opportunities for stakeholder involvement through School Site Council, English Language Advisory Committee, and DELAC.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Intervention:

Our intervention program is a data driven intervention system that addresses the needs of our high risk students by targeting specific standards that students find challenging to master. It is funded by multiple budget sources including Title I.

This year we began intervention with our hybrid students, allotting time on the days that they are at home. Intervention teachers meet with each class for 45 minutes to keep students engaged, as well as work with students to master critical ELA/Math standards.

Kindergarten and first grade teachers have created baseline assessments, or used data from the Fall/Winter NWEA MAP test to select students that are struggling. These groups are meant to be fluid, and will change as students master targeted skills that are leading to their achievement gap.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

At Lemon Crest we used multiple measures to gather input from all stakeholders to develop the 2020-2021 SPSA. On January 13, all LUSD teachers participated in a professional development day, which included a site opportunity to review school goals and analyze data. Lemon Crest Staff reviewed Fall NWEA MAP data, Illuminate discipline data, and Achieve 3000 literacy data. General Education teachers examined grade level specific data, and Special Education and support staff worked together to look through the the lens of students with disabilities. The latter group also worked together with general education teams to use the data and create a support plan within an inclusive setting. During this time we examined current systems to see what strategies were effective, and strategies that were not. Staff discussed both effective and ineffective strategies that had been put into place during the 2019-2020 school year. From those discussions, we reviewed our current goals, areas of strengths and needs, and new assessment tools to be used to measure student achievement during the 2020-2021 school year.

During the 2019-20 school year we also used the CHKS as a tool to measure social emotional well being on our campus. This survey is given to students so that their voice and concerns are heard. The results of this survey showed significant growth from the previous school year. Student results overwhelmingly showed that they felt safe and cared about at Lemon Crest.

In September 2020, our SSC completed an SPSA awareness survey which included their understanding of the document, their role in creating the SPSA, and a needs assessment component. When completing the survey, they analyzed multiple sources of data, and were asked for input about effective and ineffective strategies, current barriers to student achievement, as well as new systems that would be beneficial to meet the needs of all students.

In September 2020, our ELAC completed an SPSA awareness survey which included their understanding of the document, their role in creating the SPSA, and a needs assessment component. When completing the survey, they analyzed multiple sources of data, and were asked for input about effective and ineffective strategies, current barriers to student achievement, as well as new systems that would be beneficial to meet the needs of all students.

On October 29th, 2020, Lemon Crest sent a needs assessment survey to all stakeholders including parents, teachers, and classified staff. At the November staff meeting, as well as SSC meeting we reviewed the responses and discussed how we could our restricted and unrestricted funds to support the needs of our school community. Parent support and academic support were flagged as the areas of greatest need this year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

In order to identify resource inequities, our teams constructed a Pareto Chart to find out where the largest percentage of our budget was being spent. From there, we sought to determine if all student groups were being served equitably with our expenditures. We discovered that we were spending an

awful lot of money on technology software and much less on professional learning, support through adult interaction and intervention, and student supports. This year, we established new goals that provided more opportunities for students to have in-person support and adult interaction. By spending our funds this way we can promote student engagement and interaction, and build systems that better directly support children, particularly those in student groups in need of more intense structures.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 0.35% | 0.54% | 0.2% | 2 | 3 | 1 |
| African American | 3.65% | 4.72% | 3.39% | 21 | 26 | 17 |
| Asian | 1.91% | 1.45% | 1% | 11 | 8 | 5 |
| Filipino | 2.09% | 2.18% | 1.4% | 12 | 12 | 7 |
| Hispanic/Latino | 40.00% | 39.02% | 41.12% | 230 | 215 | 206 |
| Pacific Islander | 0.87% | 0.36% | 0% | 5 | 2 | 0 |
| White | 47.65% | 49.36% | 49.3% | 274 | 272 | 247 |
| Multiple/No Response | % | % | 3.59% | | | 0 |
| Total Enrollment | | | | 575 | 551 | 501 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 97 | 96 | 76 |
| Grade 1 | 99 | 90 | 92 |
| Grade 2 | 88 | 97 | 77 |
| Grade3 | 92 | 89 | 87 |
| Grade 4 | 99 | 92 | 85 |
| Grade 5 | 100 | 87 | 84 |
| Total Enrollment | 575 | 551 | 501 |

Conclusions based on this data:

1. The largest student group at Lemon Crest ES are White students at 49.3%
2. The second largest student group at Lemon Crest are Hispanic students at 41.12%
3. All grade levels are close in size. The largest being first grade at 92 students, and the smallest being Kindergarten at 76 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | 91 | 92 | 84 | 15.8% | 16.7% | 16.8% |
| Fluent English Proficient (FEP) | 31 | 25 | 28 | 5.4% | 4.5% | 5.6% |
| Reclassified Fluent English Proficient (RFEP) | 13 | 6 | 6 | 16.9% | 6.6% | 6.5% |

Conclusions based on this data:

1. English Learners make up 16.8% of Lemon Crest's student population, and has grown continuously over the past 3 years, although we did see a slight decrease of EL students last year going from 92 in 18-19 to 84 in 2019-2020.
2. Fluent English Proficiency is at 5.6%.
3. 6.5% of Lemon Crest's ELs are RFEP.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 97 | 91 | 90 | 95 | 88 | 89 | 95 | 88 | 89 | 97.9 | 96.7 | 98.9 |
| Grade 4 | 93 | 90 | 88 | 92 | 88 | 85 | 92 | 88 | 85 | 98.9 | 97.8 | 96.6 |
| Grade 5 | 101 | 92 | 80 | 100 | 90 | 80 | 100 | 90 | 80 | 99 | 97.8 | 100 |
| All | 291 | 273 | 258 | 287 | 266 | 254 | 287 | 266 | 254 | 98.6 | 97.4 | 98.4 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2389. | 2415. | 2406. | 12.63 | 25.00 | 15.73 | 21.05 | 23.86 | 19.10 | 22.11 | 19.32 | 37.08 | 44.21 | 31.82 | 28.09 |
| Grade 4 | 2406. | 2394. | 2451. | 10.87 | 6.82 | 17.65 | 14.13 | 9.09 | 18.82 | 20.65 | 23.86 | 30.59 | 54.35 | 60.23 | 32.94 |
| Grade 5 | 2473. | 2443. | 2487. | 13.00 | 8.89 | 8.75 | 23.00 | 23.33 | 33.75 | 28.00 | 14.44 | 31.25 | 36.00 | 53.33 | 26.25 |
| All Grades | N/A | N/A | N/A | 12.20 | 13.53 | 14.17 | 19.51 | 18.80 | 23.62 | 23.69 | 19.17 | 33.07 | 44.60 | 48.50 | 29.13 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 18.95 | 23.86 | 17.98 | 34.74 | 37.50 | 48.31 | 46.32 | 38.64 | 33.71 |
| Grade 4 | 9.78 | 9.20 | 20.00 | 36.96 | 33.33 | 44.71 | 53.26 | 57.47 | 35.29 |
| Grade 5 | 14.00 | 15.56 | 15.00 | 54.00 | 32.22 | 60.00 | 32.00 | 52.22 | 25.00 |
| All Grades | 14.29 | 16.23 | 17.72 | 42.16 | 34.34 | 50.79 | 43.55 | 49.43 | 31.50 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 14.74 | 17.05 | 11.24 | 43.16 | 44.32 | 52.81 | 42.11 | 38.64 | 35.96 |
| Grade 4 | 14.13 | 4.60 | 18.82 | 41.30 | 33.33 | 50.59 | 44.57 | 62.07 | 30.59 |
| Grade 5 | 23.00 | 12.22 | 12.50 | 49.00 | 37.78 | 56.25 | 28.00 | 50.00 | 31.25 |
| All Grades | 17.42 | 11.32 | 14.17 | 44.60 | 38.49 | 53.15 | 37.98 | 50.19 | 32.68 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 9.47 | 14.77 | 7.87 | 61.05 | 64.77 | 76.40 | 29.47 | 20.45 | 15.73 |
| Grade 4 | 8.70 | 9.09 | 15.29 | 52.17 | 61.36 | 65.88 | 39.13 | 29.55 | 18.82 |
| Grade 5 | 7.00 | 6.67 | 15.00 | 69.00 | 53.33 | 63.75 | 24.00 | 40.00 | 21.25 |
| All Grades | 8.36 | 10.15 | 12.60 | 60.98 | 59.77 | 68.90 | 30.66 | 30.08 | 18.50 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 17.89 | 32.95 | 13.48 | 50.53 | 34.09 | 61.80 | 31.58 | 32.95 | 24.72 |
| Grade 4 | 10.87 | 8.05 | 15.29 | 44.57 | 44.83 | 52.94 | 44.57 | 47.13 | 31.76 |
| Grade 5 | 16.00 | 12.22 | 18.75 | 40.00 | 42.22 | 61.25 | 44.00 | 45.56 | 20.00 |
| All Grades | 14.98 | 17.74 | 15.75 | 44.95 | 40.38 | 58.66 | 40.07 | 41.89 | 25.59 |

Conclusions based on this data:

1. School-wide: 38% of all students were proficient on the ELA section of the SBAC. The most growth occurred in both Claims 1 & 2
2. Grade Level: Fifth Grade made the most growth on the ELA SBAC moving from 18% to 42% in the 2018-2019 school year. Third grade had the lowest student proficiency with 35%
3. The school-wide Average Distance from Three moved from -80% in 2017-2018 to -26% in 2018-2019 which is 56% positive growth on the ELA SBAC

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 97 | 91 | 90 | 97 | 89 | 88 | 97 | 89 | 88 | 100 | 97.8 | 97.8 |
| Grade 4 | 93 | 90 | 88 | 93 | 87 | 85 | 93 | 87 | 85 | 100 | 96.7 | 96.6 |
| Grade 5 | 101 | 92 | 80 | 100 | 90 | 80 | 100 | 89 | 80 | 99 | 97.8 | 100 |
| All | 291 | 273 | 258 | 290 | 266 | 253 | 290 | 265 | 253 | 99.7 | 97.4 | 98.1 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2408. | 2418. | 2409. | 10.31 | 14.61 | 12.50 | 26.80 | 22.47 | 23.86 | 27.84 | 31.46 | 25.00 | 35.05 | 31.46 | 38.64 |
| Grade 4 | 2433. | 2423. | 2464. | 6.45 | 5.75 | 11.76 | 19.35 | 14.94 | 23.53 | 34.41 | 34.48 | 42.35 | 39.78 | 44.83 | 22.35 |
| Grade 5 | 2471. | 2466. | 2466. | 7.00 | 8.99 | 3.75 | 17.00 | 16.85 | 13.75 | 36.00 | 24.72 | 37.50 | 40.00 | 49.44 | 45.00 |
| All Grades | N/A | N/A | N/A | 7.93 | 9.81 | 9.49 | 21.03 | 18.11 | 20.55 | 32.76 | 30.19 | 34.78 | 38.28 | 41.89 | 35.18 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 19.59 | 23.60 | 22.73 | 37.11 | 34.83 | 34.09 | 43.30 | 41.57 | 43.18 |
| Grade 4 | 11.83 | 12.64 | 21.18 | 27.96 | 20.69 | 37.65 | 60.22 | 66.67 | 41.18 |
| Grade 5 | 11.00 | 14.61 | 11.25 | 38.00 | 30.34 | 30.00 | 51.00 | 55.06 | 58.75 |
| All Grades | 14.14 | 16.98 | 18.58 | 34.48 | 28.68 | 33.99 | 51.38 | 54.34 | 47.43 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 9.28 | 13.48 | 15.91 | 54.64 | 53.93 | 45.45 | 36.08 | 32.58 | 38.64 |
| Grade 4 | 11.83 | 9.20 | 18.82 | 43.01 | 42.53 | 49.41 | 45.16 | 48.28 | 31.76 |
| Grade 5 | 8.00 | 14.61 | 7.50 | 56.00 | 33.71 | 56.25 | 36.00 | 51.69 | 36.25 |
| All Grades | 9.66 | 12.45 | 14.23 | 51.38 | 43.40 | 50.20 | 38.97 | 44.15 | 35.57 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 17.53 | 23.60 | 20.45 | 50.52 | 49.44 | 48.86 | 31.96 | 26.97 | 30.68 |
| Grade 4 | 11.83 | 9.20 | 20.00 | 47.31 | 42.53 | 48.24 | 40.86 | 48.28 | 31.76 |
| Grade 5 | 3.00 | 8.99 | 5.00 | 50.00 | 42.70 | 55.00 | 47.00 | 48.31 | 40.00 |
| All Grades | 10.69 | 13.96 | 15.42 | 49.31 | 44.91 | 50.59 | 40.00 | 41.13 | 33.99 |

Conclusions based on this data:

1. Math: 30% of all students were proficient on the Math SBAC in 2018-2019. This is a 2% increase from the previous school year.
2. All student groups, with the exception of White students, showed a decreased proficiency on the 2018-2019 SBAC test.
3. Although all claims are areas of concern in Math, claims 1 & 3 are the lowest, and will be targeted areas of instruction during the 2019-2020 school year.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|-------|---------------|-------|------------------|-------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| Grade K | 1410.8 | | 1424.3 | | 1379.3 | | 20 | |
| Grade 1 | 1438.4 | | 1459.4 | | 1416.8 | | 17 | |
| Grade 2 | 1449.1 | | 1461.3 | | 1436.6 | | 13 | |
| Grade 3 | 1505.1 | | 1513.1 | | 1496.6 | | 14 | |
| Grade 4 | 1506.1 | | 1507.8 | | 1503.7 | | 13 | |
| Grade 5 | 1556.5 | | 1575.8 | | 1536.5 | | 11 | |
| All Grades | | | | | | | 88 | |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| K | 0.00 | | 25.00 | | 70.00 | | 5.00 | | 20 | |
| 1 | 11.76 | | 17.65 | | 58.82 | | 11.76 | | 17 | |
| 2 | 0.00 | | 53.85 | | 38.46 | | 7.69 | | 13 | |
| 3 | 28.57 | | 21.43 | | 42.86 | | 7.14 | | 14 | |
| 4 | 15.38 | | 46.15 | | 30.77 | | 7.69 | | 13 | |
| 5 | 45.45 | | 45.45 | | 9.09 | | 0.00 | | 11 | |
| All Grades | 14.77 | | 32.95 | | 45.45 | | 6.82 | | 88 | |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| K | 0.00 | | 35.00 | | 60.00 | | 5.00 | | 20 | |
| 1 | 35.29 | | 35.29 | | 11.76 | | 17.65 | | 17 | |
| 2 | 23.08 | | 61.54 | | 7.69 | | 7.69 | | 13 | |
| 3 | 35.71 | | 28.57 | | 21.43 | | 14.29 | | 14 | |
| 4 | 23.08 | | 61.54 | | 7.69 | | 7.69 | | 13 | |
| 5 | 90.91 | | 9.09 | | 0.00 | | 0.00 | | 11 | |
| All Grades | 30.68 | | 38.64 | | 21.59 | | 9.09 | | 88 | |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| K | 10.00 | | 80.00 | | 10.00 | | 20 | |
| 1 | 52.94 | | 35.29 | | 11.76 | | 17 | |
| 2 | 7.69 | | 84.62 | | 7.69 | | 13 | |
| 3 | 28.57 | | 28.57 | | 42.86 | | 14 | |
| 4 | 23.08 | | 61.54 | | 15.38 | | 13 | |
| 5 | 18.18 | | 81.82 | | 0.00 | | 11 | |
| All Grades | 23.86 | | 61.36 | | 14.77 | | 88 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| K | 5.00 | | 90.00 | | 5.00 | | 20 | |
| 1 | 35.29 | | 52.94 | | 11.76 | | 17 | |
| 2 | 53.85 | | 38.46 | | 7.69 | | 13 | |
| 3 | 71.43 | | 28.57 | | 0.00 | | 14 | |
| 4 | 69.23 | | 23.08 | | 7.69 | | 13 | |
| 5 | 100.00 | | 0.00 | | 0.00 | | 11 | |
| All Grades | 50.00 | | 44.32 | | 5.68 | | 88 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| K | 0.00 | | 95.00 | | 5.00 | | 20 | |
| 1 | 11.76 | | 35.29 | | 52.94 | | 17 | |
| 2 | 0.00 | | 76.92 | | 23.08 | | 13 | |
| 3 | 7.14 | | 71.43 | | 21.43 | | 14 | |
| 4 | 0.00 | | 69.23 | | 30.77 | | 13 | |
| 5 | 18.18 | | 63.64 | | 18.18 | | 11 | |
| All Grades | 5.68 | | 69.32 | | 25.00 | | 88 | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| K | 10.00 | | 80.00 | | 10.00 | | 20 | |
| 1 | 0.00 | | 41.18 | | 58.82 | | 17 | |
| 2 | 0.00 | | 46.15 | | 53.85 | | 13 | |
| 3 | 7.14 | | 92.86 | | 0.00 | | 14 | |
| 4 | 0.00 | | 84.62 | | 15.38 | | 13 | |
| 5 | 9.09 | | 72.73 | | 18.18 | | 11 | |
| All Grades | 4.55 | | 69.32 | | 26.14 | | 88 | |

Conclusions based on this data:

1. The majority of Lemon Crest's students scored a 2 on the ELPAC.
2. Fifth grade had the largest number of students at a level 4.
3. Speaking appears to be the strongest of the 4 domains for our students.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 551 | 62.4 | 16.7 | 0.4 |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 92 | 16.7 |
| Foster Youth | 2 | 0.4 |
| Homeless | 1 | 0.2 |
| Socioeconomically Disadvantaged | 344 | 62.4 |
| Students with Disabilities | 90 | 16.3 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 26 | 4.7 |
| American Indian | 3 | 0.5 |
| Asian | 8 | 1.5 |
| Filipino | 12 | 2.2 |
| Hispanic | 215 | 39.0 |
| Two or More Races | 13 | 2.4 |
| Pacific Islander | 2 | 0.4 |
| White | 272 | 49.4 |





Conclusions based on this data:

1. Lemon Crest has the largest population of English Learners in LUSD, with 92 students enrolled.
2. Lemon Crest has 344 Socioeconomically Disadvantaged students.
3. Lemon Crest has 90 students with disabilities, making up 16.3% of the population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|--|---|
| English Language Arts  Yellow | Chronic Absenteeism  Red | Suspension Rate  Yellow |
| Mathematics  Yellow | | |

Conclusions based on this data:

1. In 2017-2018 suspensions were extremely high. We are proud to have gone from red to yellow in just one year with a focus on school climate and the implementation of restorative practices.
2. Lemon Crest ES has increased to yellow in both ELA and Math.
3. Lemon Crest ES remains in the red in attendance. LC has a high rate of chronic and severe chronic absenteeism, as well as tardy students.

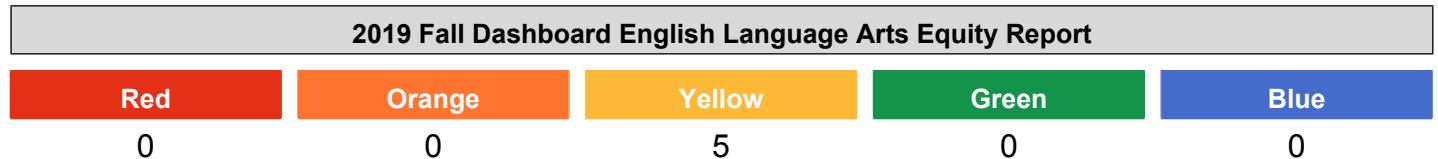
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | | | | |
|---|--|--|--|---|--|
| All Students | | English Learners | | Foster Youth | |
|  Yellow 22 points below standard Increased Significantly ++27.9 points 244 | |  Yellow 50.6 points below standard Increased Significantly ++32.9 points 45 | |  No Performance Color 0 Students | |
| Homeless | | Socioeconomically Disadvantaged | | Students with Disabilities | |
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | |  Yellow 30.7 points below standard Increased Significantly ++33.6 points 150 | |  Yellow 68.3 points below standard Increased Significantly ++37.6 points 49 | |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| | | | |
|---|--|--|---|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |
| Hispanic  Yellow 36.8 points below standard Increased Significantly ++36.6 points 89 | Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | White  Yellow 17.1 points below standard Increased ++13.4 points 126 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| | | |
|--|---|--|
| Current English Learner 82.5 points below standard Increased Significantly ++38.9 points 28 | Reclassified English Learners 2 points above standard Increased Significantly ++22.4 points 17 | English Only 16 points below standard Increased Significantly ++25.4 points 195 |
|--|---|--|

Conclusions based on this data:

1. All student groups are now at a minimum level of yellow.
2. Student with Disabilities improved from red to yellow and increased the DFS by 37.6 points.
3. Hispanic students, which are our second largest student group, increased 36.6 points from the previous year's Distance from 3

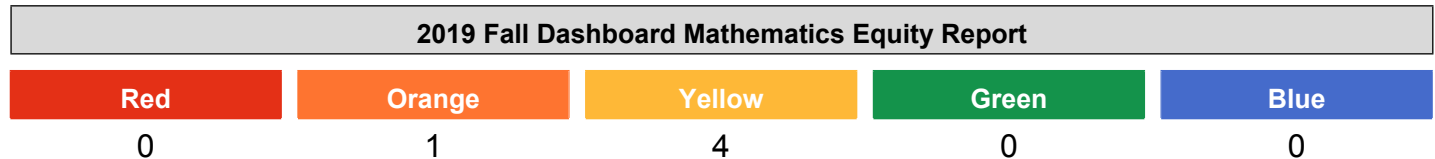
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|--|
| All Students  Yellow 37.5 points below standard Increased ++8.1 points 242 | English Learners  Yellow 52.5 points below standard Increased Significantly ++20.8 points 45 | Foster Youth |
| Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | Socioeconomically Disadvantaged  Yellow 48.1 points below standard Increased ++11.3 points 149 | Students with Disabilities  Yellow 81 points below standard Increased Significantly ++31.3 points 47 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| | | | |
|---|--|--|---|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |
| Hispanic  Yellow 48.5 points below standard Increased Significantly ++22.5 points 89 | Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | White  Orange 28 points below standard Maintained ++0.4 points 124 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| | | |
|--|---|--|
| Current English Learner 88.1 points below standard Increased Significantly ++18.5 points 28 | Reclassified English Learners 6.2 points above standard Increased Significantly ++23.9 points 17 | English Only 33.7 points below standard Increased ++4.1 points 193 |
|--|---|--|

Conclusions based on this data:

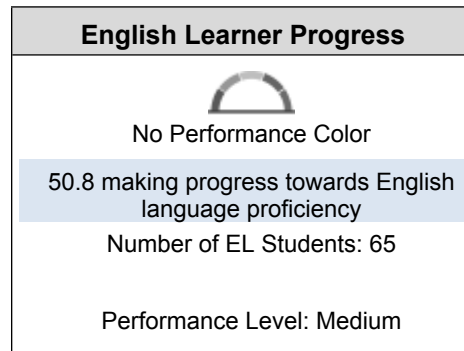
1. White students are the lowest performing student group at 28 points below standard and the only group in the orange.
2. EL students: Students increased 20.8 points, and moved from orange to yellow.
3. Students with Disabilities: Students with disabilities increased by 31.3 points and moved from red to yellow.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 12.3 | 36.9 | 6.1 | 44.6 |

Conclusions based on this data:

1. Lemon Crest's ELP level is medium.
2. Most of our EL students fall in the middle levels (maintained ELPI).
3. 29 students progressed at least one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---------------|---------------|--------------|-------------|
| Red | Orange | Yellow | Green | Blue |
| 3 | 1 | 1 | 0 | 0 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| All Students  Red 19.2 Increased Significantly +3.7 604 | English Learners  Orange 16.7 Increased +1.8 96 | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | Socioeconomically Disadvantaged  Red 20.8 Increased +2.4 385 | Students with Disabilities  Yellow 19.1 Declined -5.1 115 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| | | | |
|--|--|--|---|
| African American  No Performance Color <div>24.1</div> Increased +1.1 <div>29</div> | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>4</div> | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>8</div> | Filipino  No Performance Color <div>0</div> Declined -15.4 <div>12</div> |
| Hispanic  Red <div>20.7</div> Increased Significantly +3.4 <div>237</div> | Two or More Races  No Performance Color <div>6.3</div> Declined -17.6 <div>16</div> | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>3</div> | White  Red <div>18</div> Increased Significantly +6.2 <div>295</div> |

Conclusions based on this data:

1. Most student groups, as well as school wide attendance fall in the red band on the dashboard.
2. Students with disabilities are in the yellow band on the dashboard. This group had an improvement from red to yellow.
3. Socioeconomically disadvantaged students fell from orange to red in 18-19 with a 2.4% increase in chronic absenteeism.

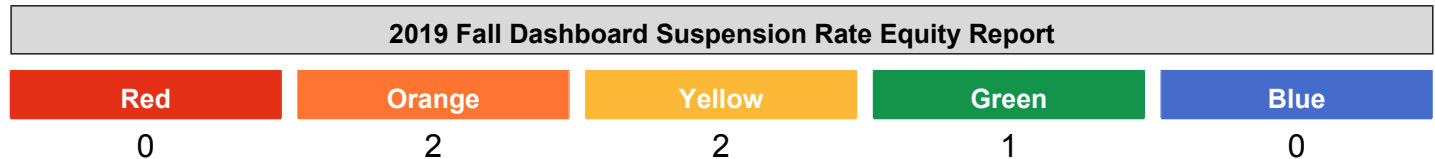
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|---|
| All Students  Yellow 3.1 Declined Significantly -1.2 622 | English Learners  Orange 2 Increased +2 100 | Foster Youth  No Performance Color Less than 11 Students - Data Not 2 |
| Homeless  No Performance Color Less than 11 Students - Data Not 4 | Socioeconomically Disadvantaged  Yellow 3.8 Declined Significantly -1.2 396 | Students with Disabilities  Orange 3.4 Increased +1.4 118 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| | | | |
|--|--|--|---|
| African American  No Performance Color 0 Declined -7.4 33 | American Indian  No Performance Color Less than 11 Students - Data 4 | Asian  No Performance Color Less than 11 Students - Data 8 | Filipino  No Performance Color 0 Maintained 0 12 |
| Hispanic  Green 1.6 Declined -0.3 245 | Two or More Races  No Performance Color 6.3 Declined -2.8 16 | Pacific Islander  No Performance Color Less than 11 Students - Data 3 | White  Yellow 4 Declined Significantly -1.5 301 |

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 4.3 | 3.1 |

Conclusions based on this data:

1. School Wide: This student moved from red to yellow.
2. EL Students fell from blue to orange.
3. Students with disabilities fell from yellow to orange.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement in ELA

Goal 1

By June 2020, second through fifth grade students will show a minimum of 5 points growth across the Reading strand as measured by the site approved baseline and progress monitoring assessment (NWEA MAP). Kindergarten and first grade students will use running records and Fry words to gauge progress.

Identified Need

School-wide, students struggle in all areas of ELA but especially in claim 4. This year, LC will target informational text, locating, citing text evidence, and explaining answers using content specific vocabulary through writing and presentations. To support meeting this target, Lemon Crest will focus on school wide support programs, as well as programs targeting specific student groups. LC will also be purchasing novels and expository resources, in both English and Spanish, to support learning to read, and reading to learn. We will also provide teachers multiple opportunities throughout the school year to attend professional development, work with grade level and vertical team members to plan ELA lessons and units targeting the skills to meet our academic goal, and work with colleagues to analyze data to drive instruction. We will also provide a personnel position which will support non-english speaking families, as well as our socioeconomically disadvantaged and foster students. Last, we will be providing intervention for struggling students, based on MAP results. This intervention will be specific to deficits flagged by MAP data, and aligned to CCSS. Lemon Crest will target EL academic and language proficiency.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| By June 2021, using the NWEA MAP ELA assessment as a performance indicator, | Second through fifth grade students will show positive academic growth from their baseline RIT score in Reading | of at least 5 points. |
| By June 2021, using Fry words and running records as performance indicators, | First grade students will show positive academic growth from their baseline word recognition and reading comprehension using RR and Fry words | 60% of first grade students will reach level 16 on RR, and 80% will recognize 80% or more of the 150 first grade Fry words |
| By June 2021, using Fry words and running records as performance indicators, | Kindergarten students will show positive academic growth from their baseline word recognition and reading comprehension using RR and Fry words | 60% of Kindergarten students will reach level on 3 RR, and 80% will recognize 80% or more of the 25 Kindergarten grade Fry words |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Three intervention teachers will be hired to work with students not meeting grade level standards. These teachers will work to close the ELA achievement gap, by working with small groups on targeted skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

30,000

Title I
1000-1999: Certificated Personnel Salaries
Intervention Teachers

18,707.50

CSI
1000-1999: Certificated Personnel Salaries
Intervention Teachers

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Hispanic

Strategy/Activity

English Learners, and struggling Hispanic students will use the support programs Brain Pop and Lexia to build English vocabulary development, reading comprehension, research, writing, and fluency skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2,195

LCFF Supplemental
4000-4999: Books And Supplies
Purchase of Technology Software to support
students' vocabulary development

9,000

LCFF Base
4000-4999: Books And Supplies
Purchase of Technology Software to support
students' vocabulary development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Socioeconomically Disadvantaged, English Learners, Hispanic, & Foster Youth

Strategy/Activity

A bilingual office position has been created to help better serve the needs of specific student groups. Translation for non-english speaking parents, providing parents of foster and socioeconomically disadvantaged students direction to district and community based resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

18,000

Title I
2000-2999: Classified Personnel Salaries
Bilingual office & community liaison.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher release time and sub coverage for on site planning, planning concurrent teaching opportunities, and virtual PD opportunities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

7000

Title I
1000-1999: Certificated Personnel Salaries
Teacher release time

3000

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Virtual conferences and PD opportunities

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL, SED, Hispanic, Foster Youth,

Strategy/Activity

The purchase of novels, short chapter books, and expository text sources in both English and Spanish, to support reading, citing information, and vocabulary development. These materials will be purchased so targeted student groups have access to varied reading sources to positively impact student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

6000

4000-4999: Books And Supplies
Informational text and literature

5,000

Title I
4000-4999: Books And Supplies
Student supplies to support literacy

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, SED Students

Strategy/Activity

Teachers will be trained and certified on GLAD strategies to better serve the needs of our students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10,942.40

LCFF Supplemental
5800: Professional/Consulting Services And
Operating Expenditures
GLAD training

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Education Opportunities to academically support all students, with a focus on EL students and students of low SES, as well as forge the home school partnership. These opportunities will be a combination of teacher created seminars and parent professional development, as well as outside organizations and consultants.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|-------|--|
| 6,000 | LCFF Base 1000-1999: Certificated Personnel Salaries Parent Engagement |
| 4,000 | Title I 5800: Professional/Consulting Services And Operating Expenditures Parent Engagement |
| 1,192 | Title I Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent Engagement |

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain supplies and office equipment (Printers, Xerox, Riso, Laminator/Film,Toner) for the purpose of supporting and maintaining the ongoing instructional program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|--------|--|
| 11,041 | Unrestricted Lottery 4000-4999: Books And Supplies Office equipment |
| 5,000 | LCFF Base 5000-5999: Services And Other Operating Expenditures Teacher Copies |

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher Supply Budget

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|--------|---|
| 13,170 | Unrestricted Lottery 4000-4999: Books And Supplies Teacher classroom supplies |
|--------|---|

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The initial strategies, activities, and implementation of the goals during the 2020-2021 school year were effective. Unfortunately, due to the Covid 19 pandemic we were unable to use the original data measurements to gauge overall student achievement. This year, we have changed the measures to include site based assessments to assure that we can gauge student achievement

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We have moved from tech based academic supports, to people based supports. Intervention for hybrid students will provide human connection and support for students on the days they do not report to school in person. This will help students who are struggling with asynchronous learning and mastering grade level standards.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The form of assessment has changed from the 2019-2020 school year. We have moved away from state assessments to district adopted assessments, as well as site based assessments. This will alleviate relying on CAASPP being administered this year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement

Goal 2

By June 2021, students will be able to understand multi-step math problems, and express their answers in multiple ways.

Identified Need

Positive student achievement through a stronger understanding of multi-step math problems, and being better able to express their answers in multiple ways.

Primary Grades: Students will be able to verbally express themselves through the skills learned during Math Talks.

Upper Grades: Students will be able to express themselves by producing constructed responses, which include tier II & III math vocabulary to show understanding. This will be measured by NWEA Map Scores, math performance tasks, and teacher observation/anecdotal records.

This year LC will focus on students' ability to reason through multi-step problems and answer mathematical questions through oral explanation and constructed responses.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|---|
| By June of 2021, using the NWEA MAP Math assessment in the area of Operations and Algebraic Thinking | each grade level's mean RIT will increase from: Second Grade: from 176 to 181 Third Grade: from 181 to 186 Fourth Grade: from 197 to 202 Fifth Grade: from 201 to 206 | for an increased mean of 5 points across each grade level |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities, EL Learners, Low SED, Hispanic

Strategy/Activity

Three intervention teachers will be hired to work with students not meeting grade level standards. These teachers will work to close the ELA achievement gap, by working with small groups on targeted skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|--|--|
| | Title I 1000-1999: Certificated Personnel Salaries Intervention Teachers - See \$ amount in goal 1 |
| | CSI 1000-1999: Certificated Personnel Salaries Intervention Teachers - See \$ amount in goal 1 |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teacher coverage for on site, district, and virtual professional development and coaching opportunities focusing on understand how to teach multi step problems, abstract reasoning, and expressing answers in a multitude of ways including verbally, creating a visual representation, and constructed response

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|---|
| 7000 | Title I 1000-1999: Certificated Personnel Salaries Release time |
|------|---|

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher Materials to support abstract and critical thinking math strategies in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|---|
| 2400 | LCFF Base 4000-4999: Books And Supplies Support materials, manipulatives, and hands on learning opportunities |
| 3026 | Title I 4000-4999: Books And Supplies Support materials, manipulatives, and hands on learning opportunities |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Lemon Crest will work closely with the private consulting company, Orenda, to build systems which provide equitable educational opportunities for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|-------|--|
| 11800 | CSI 5800: Professional/Consulting Services And Operating Expenditures Orenda |
|-------|--|

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Hispanic, Low SES, Students with Disabilities

Strategy/Activity

Opportunities for teachers to attend off site professional development and conferences geared toward the math strategies outlined in our math goal, which will foster math proficiency for our highest at risk student groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|--|
| 3000 | Title I 5800: Professional/Consulting Services And Operating Expenditures |
|------|--|

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is a new goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is a new goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Socio-Emotional Well Being and Student Safety

Goal 3

By June 2021, students will decrease physical and verbal aggression occur in common areas by 75% as measured by incident reports, referrals, and suspension data. This will be monitored by data analysis on targeted data weeks

Identified Need

We found that the highest amount of referrals occur in common areas on campus. Hallways, bathrooms, and the cafeteria are all areas in which physical aggression occurs. The area where physical and verbal aggression occur is on the playground. Both primary and upper grade incidents occur most frequently during unstructured recess time. After reviewing the data that was input into Illuminate, we were also able to see trends in the types of behavior infractions. The most frequent behavior infraction that occurs at Lemon Crest ES is physical and verbal aggression toward another student.-

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--------------------------------|-----------------------------|
| By June 2021, students will decrease high level referrals and suspensions for physical and verbal aggression, | from 32 incidents in 2018-2019 | to 8 incidents in 2020-2021 |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will work toward developing social-emotional skills, including empathy towards others and caring deeply, through the implementation of Peaceful Playgrounds. This structured recess system, will decrease physical and verbal aggression by teaching good sportsmanship and conflict resolution skills. The implementation will include ou playground coordinator position.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

16801.

CSI
2000-2999: Classified Personnel Salaries
Peaceful Playgrounds coordinator- 1 year

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will work toward building a sense of significance and belonging in and outside of the classroom by continuing to following the principles of Responsive Classroom and Teaching Children to Care. These foundational skills will continue to shift the current school climate, to one that focuses on respectful interactions, meaningful connections, and caring deeply. The allocation is for materials and books to support Responsive Classroom on our campus

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

6025

Unrestricted Lottery
4000-4999: Books And Supplies
Support materials and online training
opportunities for Responsive Classroom

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

In order to assure the safety and emotional well being of students, emergency supplies must be provided in all classrooms. These kits will include everything needed to help students stay calm and comfortable during an emergency or crisis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

15840.30

LCFF Base
4000-4999: Books And Supplies
Classroom Emergency Kits

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last year, implementation of Responsive classroom and Peaceful Playgrounds began after winter break. We began using RC with morning meeting. This was geared at building relationships based on caring and empathy. Students worked to have positive interactions based on being able to express themselves, have conversations, and be heard. Within the morning meeting, students worked on restorative practices and putting themselves in each other shoes. After the initial implementation of morning meeting, we moved to implementing peaceful playgrounds. This system is geared at creating opportunities for group games and structured play which students learn team work, following the rules, and good sportsmanship.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the implementation plan and the implementation process. The budgeted expenditures were spent the way that they were laid out in the SPSA, and the intended outcome of the goal was partially met. We did not meet the intended goal of 70% decrease, but did make 49%.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Because of the success of this goal there will be no changes to it. We have added a Playground Coordinator position to oversee the implementation of the Peaceful Playgrounds roll out, as well as be a liaison to administration.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$172,442.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$216,140.20 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|----------------------------|-----------------|
| CSI | \$47,308.50 |
| Title I | \$80,026.00 |
| Title I Parent Involvement | \$1,192.00 |

Subtotal of additional federal funds included for this school: \$128,526.50

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| | \$6,000.00 |
| LCFF Base | \$38,240.30 |
| LCFF Supplemental | \$13,137.40 |
| Unrestricted Lottery | \$30,236.00 |

Subtotal of state or local funds included for this school: \$87,613.70

Total of federal, state, and/or local funds for this school: \$216,140.20

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------------------|-----------|-----------|
| LCFF Base | 38,240.30 | 0.00 |
| LCFF Supplemental | 13,137.40 | 0.00 |
| Title I | 78,854 | -1,172.00 |
| Unrestricted Lottery | 30,236 | 0.00 |
| CSI | 47,308.50 | 0.00 |
| Title I Parent Involvement | 1,172 | -20.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------------|-----------|
| | 6,000.00 |
| CSI | 47,308.50 |
| LCFF Base | 38,240.30 |
| LCFF Supplemental | 13,137.40 |
| Title I | 80,026.00 |
| Title I Parent Involvement | 1,192.00 |
| Unrestricted Lottery | 30,236.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|-----------|
| 1000-1999: Certificated Personnel Salaries | 68,707.50 |
| 2000-2999: Classified Personnel Salaries | 34,801.00 |
| 4000-4999: Books And Supplies | 73,697.30 |
| 5000-5999: Services And Other Operating Expenditures | 6,192.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 32,742.40 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|----------------------------|-----------|
| 4000-4999: Books And Supplies | | 6,000.00 |
| 1000-1999: Certificated Personnel Salaries | CSI | 18,707.50 |
| 2000-2999: Classified Personnel Salaries | CSI | 16,801.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | CSI | 11,800.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Base | 6,000.00 |
| 4000-4999: Books And Supplies | LCFF Base | 27,240.30 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Base | 5,000.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental | 2,195.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF Supplemental | 10,942.40 |
| 1000-1999: Certificated Personnel Salaries | Title I | 44,000.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 18,000.00 |
| 4000-4999: Books And Supplies | Title I | 8,026.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I | 10,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Parent Involvement | 1,192.00 |
| 4000-4999: Books And Supplies | Unrestricted Lottery | 30,236.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 150,247.90 |
| Goal 2 | 27,226.00 |
| Goal 3 | 38,666.30 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

| Name of Members | Role |
|-------------------|----------------------------|
| Keith Keiper | Principal |
| Roxanne Givens | Classroom Teacher |
| Jessica Byrd | Classroom Teacher |
| Corie Flynn | Classroom Teacher |
| Brandi Whitehurst | Other School Staff |
| Amanda Schaeffer | Parent or Community Member |
| Brandi Joralemen | Parent or Community Member |
| Amanda Payne | Parent or Community Member |
| Kandi W | Parent or Community Member |
| Susan Ayala | Parent or Community Member |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

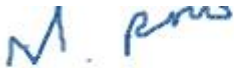
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 1/25/2021.

Attested:



Principal, Keith Keiper on 1/25/2021



SSC Chairperson, Amber Schaeffer on 1/25/2021

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------------------|-----------------------------------|--|---------------------------|
| Lindo Park Elementary School | 37-68189-6038376 | 1/21/21 | |

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our plan works to support LUSD's LCAP by providing all children significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Our Schoolsite Council meets approximately six times per year. Together we:

Reviewed and analyzed state and local student achievement, attendance, and climate data

Engaged the community in providing input to identify and develop school improvement priorities

Built relationships geared toward a mutual goal of supporting the success of all students to build performance and growth

We provide:

A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student

A description of instructional and auxiliary services to meet the needs of English learners, socioeconomically disadvantaged students, students performing below grade level, high achieving students, and students with disabilities.

A description of a staff development programming for staff.

An identification of the schools' means of evaluating progress toward accomplishing its goals and an ongoing evaluation of the educational program of the school

A description of how state and federal categorical funds provided to the school will be used to improve the academic performance of all pupils to the level of state performance goals.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At Lindo Park, we used The California Healthy Kids Survey Analysis of Key Indicators of School Climate and Well-Being Survey which provides students and teachers the opportunity to express concerns and highlight things that work at your school site. The CHKS provides students to comment on academic, social emotional, and overall school climate.

Percentages indicate average percent of students responding "Yes, all of the time."

School Connectedness 17-18 47%, 18-19 65%, 19-20 69%

Academic Motivation 17-18 50%, 18-19 93%, 19-20 81%

High Adult Expectations 17-18 54%, 18-19 87%, 19-20 93%

Percentage indicates average percent of students responding "Yes, all of the time and Most of the time."

Safety 17-18 78%, 18-19 72%, 19-20 60%

In addition to the CHKS Survey, Lindo Park participated in a Discovery Study. We worked in conjunction Orenda Education. The following information was revealed as a result of the study:

*Study found that 16.5% of Lindo Park students population have Chronically absent. (Chronic absenteeism is an area of concern)

*Study also found that six to ten teachers are absent and out of the classroom 6-10 days more for non-business/personal than for school business

* Discipline- Lindo Park Elementary had 52 student referrals recorded. (A system for recording student discipline is a need for an accurate analysis of student behaviors)

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At Lindo Park, weekly informal walkthroughs are conducted to monitor instruction and behavior, as well as gauge student achievement. Each classroom is visited at least once a week, and they are between 15-30 minutes in duration. There are opportunities for yearly formal observation, if teacher chooses. These observations are not stand alone, and informal walkthroughs are used to provide a well rounded instructional picture in the classroom.

Summary of findings is as follows:

All K-5 teachers engaged students in mathematics problem solving from one time per week to several times per week in accord with grade level agreements. All K-5 teachers engaged students in daily guided reading and word study through core and supplemental curriculum. K-2 teachers had an instructional aide push into classes daily, so that teachers could teach an intervention group of students. Upon analysis of classroom anecdotal observations:

Math: Students gained in their ability to understand and solve complex word problems. This was evidenced by an increase in standardized test scores in grades 3-5.

ELA: It was found that K-5 intervention teaching increased student achievement and K-2 students who worked with instructional aides, increased knowledge of sight words and phonics. When analyzing assessment evidence, it is noted that we need to accelerate student learning toward proficiency and need to aggressively target students who are below level. 37% of grade 3-5 students gained over 100 points in their lexile score.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

Due to the Covid-19 Pandemic we did not administer the CAAASP this year. Instead of CAASP we are using local measures which include NWEA MAPS, Dibels, and End of Unit Assessments. We administered ELPAC to all English learners.

* Analysis of 2018-2019 CAASPP scores

* Analysis of 2018-2019 CELDT scores

* District Benchmarks Assessments including DIBELS, ESGI, Running Records, IRI, RI

The major findings were as follows:

1. ELA: 38% of our students met or exceeded standard. We increased 5.4 points from the previous year. Student scored as follows: Reading - 67% Above, At, Near Standard. Writing - 71% Above, At, Near Standard, Listening - 86% Above, At, Near Standard, Research/Inquiry - 75% Above, At, Near Standard

2. Math: 34% of our students met or exceeded standard. We increased 12.2 points from the previous year. Students scored as follows: Concepts and Procedures - 57% of our students were Above, At, Near Standard, Problem Solving & Modeling/Data - 49% were above, at or near standard, making it our biggest area of need. Communicating and Reasoning - 76% of our students were above, at, near standard thus making it our strongest domain.

3. Social Emotional: The number of suspensions and High Level Referrals for our students declined by 0.3% according to the CAASP.

ELPAC- we need to continue to focus on vocabulary acquisition and language development.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The following assessments yielded data used to monitor and modify instruction: ESGI, DIBELS composite scores, Wonders Running Records, Informal Reading Inventory, Lexile Comprehension Score from Read 180/System 44, Lexile Comprehension Score for Achieve 3000, and the Words Their Way Developmental Spelling Inventory.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers on campus are fully credentialed.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have access to district approved, state-adopted instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is focused on school site goals: communicating mathematics explanations, communicating effectively using academic language through language frames in collaborative conversations, growth mindset thinking, Positive Behavior Intervention and Support (PBIS), positive behavior through classroom management.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

K-5 teachers are supported by MTSS TOSAs, Behavioral Specialists, Behavior Intervention Aides

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers use PLC time, as well as site funding release time to collaborate, observe peers, as well as teachers across the district. Teachers collaborate in PLCs 3 times per month.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Lindo Park uses the adopted ELA (Wonders), Math (Everyday Math), Science (NGSS), and Social Studies curriculum. These adoptions are aligned with Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Due to the Covid-19 Pandemic LUSD is following the state mandated minimum number of instructional minutes which are as follows:

**** Daily Instructional Minutes:

Kindergarten:

Grades 1 – 5:

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lindo Park follows adopted pacing guides for both ELA and MATH, as well as pacing for baseline assessments, progress monitoring assessments, report cards, and parent conferences.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to all adopted instructional materials, grade appropriate site licenses for technology programs used for instructional support, and any ancillary materials that are used to support student learning.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to and utilize SBE- adopted and standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)
RSP services, intervention blocks, and ELD are provided to help underperforming students meet standards

Evidence-based educational practices to raise student achievement

Push-in expert instruction, research-based strategies in math, ELA, SS, and NGSS, access to MTSS TOSA, and Behavior Specialists/Behavior Intervention Aides.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

LUSD offers English classes to help non-English speaking parents acquire the language skills necessary to help their children in school. LUSD also offers "The Positive Parenting Program" (PPP) which is an evidence-based program that equips parents with the tools to improve common childhood behavioral issues. Parents learn strategies for managing misbehavior, improving the parent-child relationship, and reducing stress for the entire family. In addition, our school counselor serves families by providing resources and referrals to community outreach organizations.

Monthly Virtual Coffee with the Principal to discuss, ask questions and build relations and connections to the school and home.

Parent education (CAPTA School Smarts at Lindo Park), Literacy Nights (Lindo Park created literacy support evenings), District English course, District Parenting Course sponsored by Jewish Family Services, Lakeside Collaborative Community Resources

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents and community members participate in School Site Council (SSC), English Learner Advisory Council (ELAC), District Advisory Council (DAC), and District English Learner Advisory Council (DELAC)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funding to enable underperforming students to meet standards is provided through Title I and LCFF Supplemental.

Fiscal support (EPC)

Title I, Title III, LCFF Supplemental

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Leadership Team, School Site Council, and English Learner Advisory Committee were involved in this process.

*****Data Days June 7th, September 27th.

SSC Information

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The bulk of School-wide Title I funds were utilized for a focus on student achievement through Instructional intervention, positive behavior intervention and social-emotional learning. We strive to provide equitable resources among all students groups, as evidenced by our Pareto Chart.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 4.12% | 3.21% | 3.02% | 21 | 15 | 14 |
| African American | 3.33% | 5.98% | 6.25% | 17 | 28 | 29 |
| Asian | 0.78% | 0.21% | 0.65% | 4 | 1 | 3 |
| Filipino | 0.59% | 0.85% | 1.94% | 3 | 4 | 9 |
| Hispanic/Latino | 46.47% | 46.37% | 46.55% | 237 | 217 | 216 |
| Pacific Islander | 0.59% | 1.5% | 1.51% | 3 | 7 | 7 |
| White | 39.02% | 36.75% | 35.13% | 199 | 172 | 163 |
| Multiple/No Response | 0.20% | % | 4.96% | 1 | | 0 |
| Total Enrollment | | | | 510 | 468 | 464 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 87 | 72 | 74 |
| Grade 1 | 72 | 88 | 70 |
| Grade 2 | 76 | 70 | 91 |
| Grade3 | 89 | 70 | 68 |
| Grade 4 | 83 | 87 | 70 |
| Grade 5 | 103 | 81 | 91 |
| Total Enrollment | 510 | 468 | 464 |

Conclusions based on this data:

1. Our highest student group is of Hispanic/Latino ethnicity, followed by White ethnicity.
2. Declining enrollment is a concern, as are vintage facilities needing upgrade. We are excited that an upgraded or new MPR is on the facilities plan, after a bond is sold in 2020-2021.
3. All grade levels are close in size. The largest being fifth grade at 91 students, and the smallest being third grade at 68 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | 96 | 74 | 69 | 18.8% | 15.8% | 14.9% |
| Fluent English Proficient (FEP) | 30 | 34 | 43 | 5.9% | 7.3% | 9.3% |
| Reclassified Fluent English Proficient (RFEP) | 8 | 8 | 14 | 10.8% | 8.3% | 18.9% |

Conclusions based on this data:

1. English Learners make up 14.9% of Lindo Park's student population and has been decreasing in years.
2. Fluent English Proficiency is at 9.3% Higher than the 18-19 school year
3. 18.9% of Lindo Park's ELs are RFEP.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 85 | 89 | 74 | 83 | 79 | 70 | 83 | 79 | 70 | 97.6 | 88.8 | 94.6 |
| Grade 4 | 88 | 77 | 89 | 86 | 76 | 85 | 86 | 76 | 85 | 97.7 | 98.7 | 95.5 |
| Grade 5 | 90 | 98 | 80 | 88 | 96 | 77 | 88 | 96 | 77 | 97.8 | 98 | 96.3 |
| All | 263 | 264 | 243 | 257 | 251 | 232 | 257 | 251 | 232 | 97.7 | 95.1 | 95.5 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2419. | 2397. | 2412. | 21.69 | 12.66 | 22.86 | 26.51 | 20.25 | 15.71 | 20.48 | 26.58 | 28.57 | 31.33 | 40.51 | 32.86 |
| Grade 4 | 2433. | 2451. | 2419. | 6.98 | 17.11 | 7.06 | 29.07 | 27.63 | 23.53 | 25.58 | 21.05 | 23.53 | 38.37 | 34.21 | 45.88 |
| Grade 5 | 2472. | 2451. | 2489. | 3.41 | 7.29 | 15.58 | 36.36 | 29.17 | 29.87 | 25.00 | 20.83 | 29.87 | 35.23 | 42.71 | 24.68 |
| All Grades | N/A | N/A | N/A | 10.51 | 11.95 | 14.66 | 30.74 | 25.90 | 23.28 | 23.74 | 22.71 | 27.16 | 35.02 | 39.44 | 34.91 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 25.30 | 15.19 | 24.29 | 31.33 | 46.84 | 41.43 | 43.37 | 37.97 | 34.29 |
| Grade 4 | 6.98 | 21.05 | 9.41 | 55.81 | 43.42 | 47.06 | 37.21 | 35.53 | 43.53 |
| Grade 5 | 12.50 | 14.58 | 24.68 | 50.00 | 47.92 | 42.86 | 37.50 | 37.50 | 32.47 |
| All Grades | 14.79 | 16.73 | 18.97 | 45.91 | 46.22 | 43.97 | 39.30 | 37.05 | 37.07 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 21.69 | 8.86 | 14.29 | 43.37 | 43.04 | 52.86 | 34.94 | 48.10 | 32.86 |
| Grade 4 | 12.79 | 10.53 | 7.06 | 53.49 | 56.58 | 54.12 | 33.72 | 32.89 | 38.82 |
| Grade 5 | 14.77 | 12.50 | 14.29 | 57.95 | 42.71 | 61.04 | 27.27 | 44.79 | 24.68 |
| All Grades | 16.34 | 10.76 | 11.64 | 51.75 | 47.01 | 56.03 | 31.91 | 42.23 | 32.33 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 18.07 | 18.99 | 14.29 | 67.47 | 58.23 | 72.86 | 14.46 | 22.78 | 12.86 |
| Grade 4 | 9.30 | 19.74 | 5.88 | 62.79 | 65.79 | 65.88 | 27.91 | 14.47 | 28.24 |
| Grade 5 | 11.36 | 6.25 | 18.18 | 60.23 | 63.54 | 67.53 | 28.41 | 30.21 | 14.29 |
| All Grades | 12.84 | 14.34 | 12.50 | 63.42 | 62.55 | 68.53 | 23.74 | 23.11 | 18.97 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 24.10 | 13.92 | 21.43 | 57.83 | 58.23 | 51.43 | 18.07 | 27.85 | 27.14 |
| Grade 4 | 11.63 | 17.11 | 10.59 | 56.98 | 53.95 | 48.24 | 31.40 | 28.95 | 41.18 |
| Grade 5 | 14.77 | 14.58 | 22.08 | 54.55 | 42.71 | 53.25 | 30.68 | 42.71 | 24.68 |
| All Grades | 16.73 | 15.14 | 17.67 | 56.42 | 51.00 | 50.86 | 26.85 | 33.86 | 31.47 |

Conclusions based on this data:

1. In 2016, 34% of all students met or exceeded standards. In 2017, 41.25% of all students met or exceeded standards. In 2018, 38 % met or exceeded standards and scale scores were 38 points from proficiency. In 2019, 38% met or exceeded standard and scale scores were 30 points from proficiency. When analyzing students groups:

The Scale Score Change for All students increased by + 6.6
SWD increased 23.8 points, SED increased 1.2 points, EL decreased -51.3 points, Caucasian students increased 0.9 points, and Hispanic students increased by 12.9 points.
2. When analyzing investigating, analyzing, and presenting information our students increased from 28.95% in 2017-2018 to 41% in 4th grade in 2018-2019
3. When analyzing claims, the greatest areas of need in 2017-2018 and 2018-2019 were exhibited in producing/presenting clear purposeful writing. We believe that students will benefit from math and language instruction in communicating effectively. This will be accomplished through repeated reading, collaborative conversation and and increased use of language frames. If students first speak and listen using oral academic language, and then transfer skills to writing, they will learn how to produce clear, purposeful text.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 85 | 89 | 74 | 83 | 79 | 69 | 83 | 79 | 69 | 97.6 | 88.8 | 93.2 |
| Grade 4 | 88 | 77 | 89 | 87 | 76 | 86 | 87 | 76 | 86 | 98.9 | 98.7 | 96.6 |
| Grade 5 | 91 | 98 | 80 | 89 | 95 | 77 | 89 | 95 | 77 | 97.8 | 96.9 | 96.3 |
| All | 264 | 264 | 243 | 259 | 250 | 232 | 259 | 250 | 232 | 98.1 | 94.7 | 95.5 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2393. | 2385. | 2393. | 10.84 | 6.33 | 7.25 | 24.10 | 15.19 | 27.54 | 21.69 | 32.91 | 26.09 | 43.37 | 45.57 | 39.13 |
| Grade 4 | 2427. | 2448. | 2433. | 11.49 | 7.89 | 5.81 | 14.94 | 26.32 | 23.26 | 33.33 | 32.89 | 31.40 | 40.23 | 32.89 | 39.53 |
| Grade 5 | 2471. | 2451. | 2489. | 12.36 | 7.37 | 14.29 | 16.85 | 11.58 | 23.38 | 25.84 | 28.42 | 28.57 | 44.94 | 52.63 | 33.77 |
| All Grades | N/A | N/A | N/A | 11.58 | 7.20 | 9.05 | 18.53 | 17.20 | 24.57 | 27.03 | 31.20 | 28.88 | 42.86 | 44.40 | 37.50 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 18.07 | 10.13 | 20.29 | 30.12 | 29.11 | 28.99 | 51.81 | 60.76 | 50.72 |
| Grade 4 | 18.39 | 18.42 | 13.95 | 20.69 | 38.16 | 29.07 | 60.92 | 43.42 | 56.98 |
| Grade 5 | 19.10 | 12.63 | 20.78 | 22.47 | 24.21 | 42.86 | 58.43 | 63.16 | 36.36 |
| All Grades | 18.53 | 13.60 | 18.10 | 24.32 | 30.00 | 33.62 | 57.14 | 56.40 | 48.28 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 24.10 | 10.13 | 13.04 | 38.55 | 46.84 | 37.68 | 37.35 | 43.04 | 49.28 |
| Grade 4 | 16.09 | 7.89 | 6.98 | 32.18 | 44.74 | 46.51 | 51.72 | 47.37 | 46.51 |
| Grade 5 | 11.24 | 9.47 | 10.39 | 39.33 | 42.11 | 51.95 | 49.44 | 48.42 | 37.66 |
| All Grades | 16.99 | 9.20 | 9.91 | 36.68 | 44.40 | 45.69 | 46.33 | 46.40 | 44.40 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 18.07 | 7.59 | 14.49 | 48.19 | 59.49 | 56.52 | 33.73 | 32.91 | 28.99 |
| Grade 4 | 14.94 | 13.16 | 15.12 | 43.68 | 48.68 | 39.53 | 41.38 | 38.16 | 45.35 |
| Grade 5 | 13.48 | 7.37 | 6.49 | 42.70 | 44.21 | 53.25 | 43.82 | 48.42 | 40.26 |
| All Grades | 15.44 | 9.20 | 12.07 | 44.79 | 50.40 | 49.14 | 39.77 | 40.40 | 38.79 |

Conclusions based on this data:

1. Math
In 2019, 34% of all students met or exceeded standards.
NO CAASPP dat for the 2029-2020 School year due to Covid Pandemic
2. When analyzing 2018 claims, the greatest areas of need were in communicating reasoning (9.20% above standard) and problem-solving (9.20% above standard). Last year, we worked diligently to have students engage in repeatedly reading complex math tasks, discussing the meaning of the task, documenting their strategies and problem solving, and using language frames to articulate explanations. When analyzing the same claims from 2019, we saw communicating reasoning increase to 12.07% above standard and problem-solving increase slightly to 9.91% above standard. We are continuing with our goal and building on student skills.
3. In 2018, 24% of all students met or exceeded standards. They were 56 points from proficiency.
In 2019, 34% of all students met or exceeded standards. They were 45 points from proficiency.
The Scale Score Change for All students was 10.6 points, SWD increased their scale score by 2.9 points, SED increased by 8.8 points, EL decreased their scale score by 30.7 points, Caucasians increased by 9.9 points, and Hispanics increased by 14.7 points.

Consistent, coherent K-5 strategies build student stamina, understanding, and communication, with a focus on SWD and EL student needs.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|-------|---------------|-------|------------------|-------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| Grade K | * | | * | | * | | 10 | |
| Grade 1 | 1440.9 | | 1445.8 | | 1435.5 | | 15 | |
| Grade 2 | * | | * | | * | | 10 | |
| Grade 3 | * | | * | | * | | 8 | |
| Grade 4 | 1537.7 | | 1544.3 | | 1530.6 | | 19 | |
| Grade 5 | 1511.6 | | 1513.8 | | 1508.6 | | 14 | |
| All Grades | | | | | | | 76 | |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| 1 | 13.33 | | 26.67 | | 40.00 | | 20.00 | | 15 | |
| 4 | 42.11 | | 26.32 | | 15.79 | | 15.79 | | 19 | |
| 5 | 35.71 | | 14.29 | | 35.71 | | 14.29 | | 14 | |
| All Grades | 22.37 | | 28.95 | | 32.89 | | 15.79 | | 76 | |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| 1 | 33.33 | | 20.00 | | 26.67 | | 20.00 | | 15 | |
| 4 | 63.16 | | 21.05 | | 5.26 | | 10.53 | | 19 | |
| 5 | 42.86 | | 28.57 | | 14.29 | | 14.29 | | 14 | |
| All Grades | 35.53 | | 30.26 | | 21.05 | | 13.16 | | 76 | |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| 1 | 46.67 | | 40.00 | | 13.33 | | 15 | |
| 4 | 52.63 | | 31.58 | | 15.79 | | 19 | |
| 5 | 7.14 | | 64.29 | | 28.57 | | 14 | |
| All Grades | 30.26 | | 52.63 | | 17.11 | | 76 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| 1 | 26.67 | | 53.33 | | 20.00 | | 15 | |
| 4 | 73.68 | | 15.79 | | 10.53 | | 19 | |
| 5 | 78.57 | | 7.14 | | 14.29 | | 14 | |
| All Grades | 48.68 | | 38.16 | | 13.16 | | 76 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| 1 | 13.33 | | 40.00 | | 46.67 | | 15 | |
| 4 | 31.58 | | 36.84 | | 31.58 | | 19 | |
| 5 | 7.14 | | 50.00 | | 42.86 | | 14 | |
| All Grades | 11.84 | | 53.95 | | 34.21 | | 76 | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| 1 | 13.33 | | 53.33 | | 33.33 | | 15 | |
| 4 | 15.79 | | 78.95 | | 5.26 | | 19 | |
| 5 | 21.43 | | 57.14 | | 21.43 | | 14 | |
| All Grades | 17.11 | | 63.16 | | 19.74 | | 76 | |

Conclusions based on this data:

- 2017-2018 ELPAC
Overall Average, Level 3, Scale Score 1474
Listening 35% well developed
Speaking 46%
Reading 15%
Writing 16%

2. 2018-2019 ELPAC
Overall Average, Level 3, Scale Score 1482
Listening 31% well developed
Speaking 49%
Reading 12%
Writing 18%
3. When analyzing K-5 investment in math academic language interaction and communicating effectively, we saw growth. Correspondingly, we know we can strengthen academic language of SWD, SED, and EL students through language frames for structured student-to-student interaction. This will increase the construction of meaning, listening, and speaking, which will impact reading and writing.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 468 | 79.9 | 15.8 | 1.5 |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 74 | 15.8 |
| Foster Youth | 7 | 1.5 |
| Homeless | 1 | 0.2 |
| Socioeconomically Disadvantaged | 374 | 79.9 |
| Students with Disabilities | 120 | 25.6 |





| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 28 | 6.0 |
| American Indian | 15 | 3.2 |
| Asian | 1 | 0.2 |
| Filipino | 4 | 0.9 |
| Hispanic | 217 | 46.4 |
| Two or More Races | 24 | 5.1 |
| Pacific Islander | 7 | 1.5 |
| White | 172 | 36.8 |

Conclusions based on this data:

1. We have created alternate learning environments for student innovation, learning, inquiry, and healthy lifestyles: two community gardens, two Ga Ga Pits, a MakerSpace, and an outdoor classroom. These environments add to our positive attendance program where we celebrate and incentivize students who are on time, and at school all day.
2. We connect students to school through school funded after-school opportunities for all students: after-school sports, grades 2-5 dance clubs, grade 5 dance club, Spanish club, and science clubs. Otherwise, students' families would not be able to afford these opportunities.
3. We celebrate our diverse student population through culturally proficient projects and robust parent engagement.

School and Student Performance Data

Overall Performance

| 2019 Fall Dashboard Overall Performance for All Students | | |
|--|--|---|
| Academic Performance | Academic Engagement | Conditions & Climate |
| <div>English Language Arts</div> <div> Yellow</div> | <div>Chronic Absenteeism</div> <div> Yellow</div> | <div>Suspension Rate</div> <div> Green</div> |
| <div>Mathematics</div> <div> Yellow</div> | | |

Conclusions based on this data:

1.

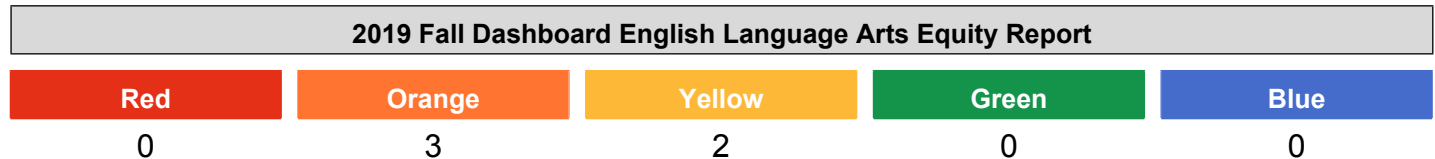
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | | | | |
|---|---|---|---|---|---|
| All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  Yellow 27.9 points below standard Increased ++5.4 points 215 |  Yellow 39.6 points below standard Increased ++13.3 points 56 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  No Performance Color 0 Students |  Orange 28.7 points below standard Maintained ++1.8 points 174 |  Orange 76.1 points below standard Increased Significantly ++23.5 points 62 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| | | | |
|---|--|--|---|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic  Yellow 36 points below standard Increased ++13.2 points 115 | Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 | White  Orange 13 points below standard Maintained -2.6 points 71 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| | | |
|---|--|--|
| Current English Learner 99.9 points below standard Declined -11.8 points 25 | Reclassified English Learners 9 points above standard Declined Significantly -24.5 points 31 | English Only 26.3 points below standard Maintained -1.5 points 152 |
|---|--|--|

Conclusions based on this data:

- ELA**
 In 2015, 27% of all students met or exceeded standards.
 In 2016, 34% of all students met or exceeded standards.
 In 2017, 41.25% of all students met or exceeded standards.
 In 2018, 38.0 % of all students met or exceeded standards.
 In 2019, 38.0% of all students met or exceeded standards.
- In 2016, 34% of all students met or exceeded standards. In 2017, 41.25% of all students met or exceeded standards. In 2018, 38 % met or exceeded standards and scale scores were 38 points from proficiency. In 2019, 38% met or exceeded standard and scale scores were 30 points from proficiency. When analyzing students groups:

 The Scale Score Change for All students increased by + 6.6
 SWD increased 23.8 points, SED increased 1.2 points, EL decreased -51.3 points, Caucasian students increased 0.9 points, and Hispanic students increased by 12.9 points.

3. When analyzing claims, the strongest areas of achievement in 2017- 2018, were exhibited in reading at 16.73% and research/inquiry at 15.14%. In comparison, 2018-2019 achievement, was at 18.97% and 17.67%. When analyzing claims, the greatest areas of need in 2017-2018 and 2018-2019 were exhibited in producing/presenting clear purposeful writing. We believe that students will benefit from math and language instruction in communicating effectively. This will be accomplished through repeated reading, collaborative conversation and and increased use of language frames. If students first speak and listen using oral academic language, and then transfer skills to writing, they will learn how to produce clear, purposeful text.

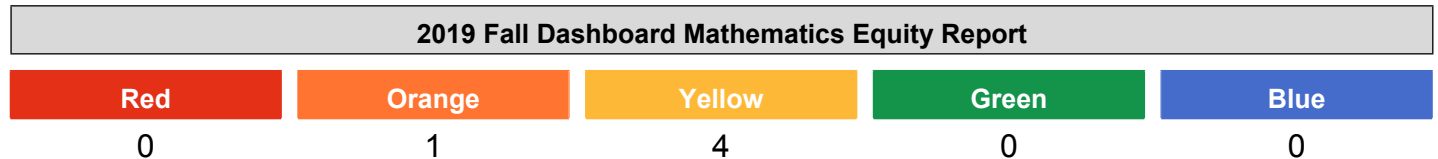
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|--|
| All Students  Yellow 42.2 points below standard Increased ++12.2 points 214 | English Learners  Yellow 44.4 points below standard Increased Significantly ++29 points 56 | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |
| Homeless | Socioeconomically Disadvantaged  Yellow 42.8 points below standard Increased ++10.6 points 173 | Students with Disabilities  Orange 97 points below standard Increased ++9.7 points 62 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| | | | |
|---|--|--|---|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic  Yellow 51.3 points below standard Increased Significantly ++17.4 points 114 | Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 | White  Yellow 25.1 points below standard Increased ++11 points 71 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| | | |
|---|--|---|
| Current English Learner 106.9 points below standard Declined -6.7 points 25 | Reclassified English Learners 6.3 points above standard Increased ++13.7 points 31 | English Only 43.5 points below standard Maintained ++2.6 points 151 |
|---|--|---|

Conclusions based on this data:

- Math**
 In 2015, 14% of all students met or exceeded standards.
 In 2016, 25% of all students met or exceeded standards.
 In 2017, 31% of all students met or exceeded standards.
 In 2018, 24% of all students met or exceeded standards.
 In 2019, 34% of all students met or exceeded standards.
- When analyzing 2018 claims, the greatest areas of need were in communicating reasoning (9.20% above standard) and problem-solving (9.20% above standard). Last year, we worked diligently to have students engage in repeatedly reading complex math tasks, discussing the meaning of the task, documenting their strategies and problem solving, and using language frames to articulate explanations. When analyzing the same claims from 2019, we saw communicating reasoning increase to 12.07% above standard and problem-solving increase slightly to 9.91% above standard. When noting student groups, we can see that ELs and SWDs will benefit greatly from teaching students how to analyze complex math tasks, how to solve them, and how to explain reasoning.

 We are continuing with our goal and building on student skills of communicating effectively through explanations to complex math tasks.

3. In 2018, 24% of all students met or exceeded standards. They were 56 points from proficiency. In 2019, 34% of all students met or exceeded standards. They were 45 points from proficiency. The positive scale score change for all students was 10.6 points, SWDs increased their scale score by 2.9 points, SED increased by 8.8 points, EL decreased their scale score by 30.7 points, Caucasians increased by 9.9 points, and Hispanics increased by 14.7 points.

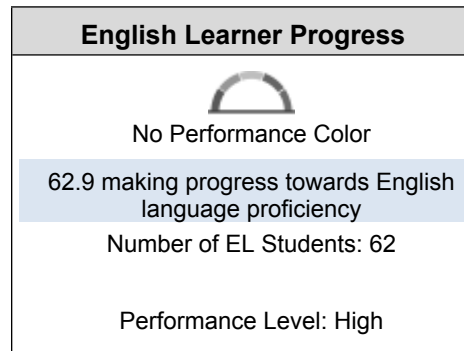
Consistent, coherent K-5 strategies build student stamina, understanding, and communication, with a focus on SWD and EL student needs.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 16.1 | 20.9 | 4.8 | 58.0 |

Conclusions based on this data:

- In 2017-2018, on the ELPAC, 35% of students had well-developed listening skills, while 52% had somewhat developed listening skills.
In 2018-2019, on the ELPAC, 31% of students had well-developed listening skills, while 54% had somewhat developed listening skills.
- In 2017-2018, on the ELPAC, 46% of students had well-developed speaking skills, while 33% had somewhat developed speaking skills.
In 2018-2019, on the ELPAC, 49% of students had well-developed speaking skills, while 38% had somewhat developed speaking skills.
- In 2017-2018, on the ELPAC Oral Language Average, 39% of students were at a Level 4, while 29% were at a Level 3. The overall score in Oral Language was a 3 with a Scale Score of 1475.
In 2018-2019, on the ELPAC Oral Language Average, 35% of students were at a Level 4, while 32% were at a Level 3. The overall score in Oral Language was a 3 with a Scale Score of 1486.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---------------|---------------|--------------|-------------|
| Red | Orange | Yellow | Green | Blue |
| 1 | 1 | 2 | 1 | 0 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|--|
| All Students  Yellow 16.5 Declined -1 552 | English Learners  Green 7.6 Declined -9.7 79 | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 |
| Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | Socioeconomically Disadvantaged  Yellow 15.2 Declined Significantly -3.2 408 | Students with Disabilities  Red 17.9 Increased Significantly +5.1 151 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| | | | |
|--|---|---|--|
| African American  No Performance Color <div>20</div> Increased +4.6 <div>35</div> | American Indian  No Performance Color <div>31.3</div> Increased +1.3 <div>16</div> | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>1</div> | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>7</div> |
| Hispanic  Yellow <div>14.8</div> Declined Significantly -3 <div>243</div> | Two or More Races  No Performance Color <div>23.1</div> Increased +1.9 <div>26</div> | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>7</div> | White  Orange <div>15.2</div> Increased +0.5 <div>217</div> |

Conclusions based on this data:

1. Lindo Park has a positive incentive program for attendance. Students are incentivized and celebrated for on time, all day, everyday attendance.
2. Our counselor, truancy officer, and District Support Services Department regularly work with families exhibiting these issues.

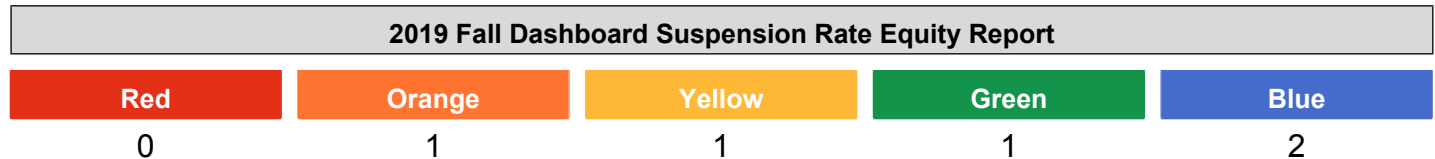
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|--|
| All Students  Green 2.5 Declined -0.3 566 | English Learners  Blue 0 Declined -3.7 79 | Foster Youth  No Performance Color Less than 11 Students - Data Not 10 |
| Homeless  No Performance Color Less than 11 Students - Data Not 1 | Socioeconomically Disadvantaged  Yellow 2.4 Maintained -0.1 417 | Students with Disabilities  Green 2.6 Declined Significantly -1.1 153 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|---|--|
|  No Performance Color 0 Declined -3.4 35 |  No Performance Color 6.3 Increased +1.3 16 |  No Performance Color Less than 11 Students - Data 1 |  No Performance Color Less than 11 Students - Data 7 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Blue 0.4 Declined Significantly -1.7 249 |  No Performance Color 15.4 Increased +6.6 26 |  No Performance Color Less than 11 Students - Data 7 |  Orange 3.6 Increased +1.4 225 |

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 2.8 | 2.5 |

Conclusions based on this data:

1. Cannot compare information yet. We have many students from challenging circumstances who come to school escalated. We are exploring a social-emotional screener to better identify students with externalizing and internalizing behaviors.
2. In Tier I of the Multi-Tiered System of Supports (MTSS), students are supported through Positive Behavior Intervention and Support (PBIS) lessons, classroom counseling lessons, Restorative Practice Behavior Slips, and Buddy Classrooms.
3. In Tier II of the Multi-Tiered System of Supports, students are supported through group counseling groups, ABA trained Behavior Specialists, Behavior Intervention Aides, and an MTSS Teacher on Special Assignment who coaches teachers on best practices.

In Tier III of the Multi-Tiered System of Supports, we have minimal resources to address needs. They include: ABA trained Behavior Specialists, Behavior Intervention Aides, access to San Diego Center for Children for families with Medi-Cal, and Vista Hill for Students with Disabilities who qualify for education related mental health services in their Individual Education Plans. The need far exceeds the resource in this area.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LUSD will accelerate academic achievement for all students in all subjects.

Goal 1

By June 2021, every students will meet or exceed expected growth target in ELA across the Reading strand as measured by NWEA MAP.

Identified Need

Because CASSP was not administered in 19-20

An in-depth analysis of our 2018-2019 CAASPP Data indicates that school wide, 33% of our students did not meet the grade level standard in ELA. Claim #1 (Reading) has been identified as the area of greatest need.

To support this goal, students in grades K-2 will:

- * Participate in targeted intervention 2 days a week while on campus during Hybrid Learning
- * Have access to guided reading instruction at least 2 times per week
- * Access to iRead with five foundation principles to deliver the very best early-reading instruction. A personalized learning progression for each child.

Students in grades 3-5 will:

- * Practice leveled reading passages from our Wonders curriculum 2 times per week
- * Have access to targeted intervention 2 days a week while on campus during Hybrid learning
- * Complete one Achieve 3000 article per month with an emphasis on close reading.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---------------------------------|
| By June 2021, using the NWEA MAP ELA assessment as a performance indicator. | Students from 2-5 will show positive academic growth from their baseline RIT score in Reading | To meet or exceed growth target |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students, Homeless and Foster Youth.

Strategy/Activity

Students will use iRead grades (K-2) and Achieve 3000 (grades 3-5) to target academic deficits in Reading Comprehension. These programs provide remediation to close achievement gaps for all students, as well as targeted specific student groups.

Intervention Teacher will meet with ALL students on targeted intervention in ELA/Math 4 days a week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|-------|---|
| 44000 | Title I 2000-2999: Classified Personnel Salaries Intervention will take daily with K-5 all students engaged in targeted intervention, w professional and paraprofessional support |
| 12234 | LCFF Base 4000-4999: Books And Supplies Achieve 3000 Books and Materials |
| 5100 | Title I 4000-4999: Books And Supplies iRead/ Read 180 |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

K-5 teachers will receive coaching and PD in GLAD interventions strategies for instruction for at-risk students.

In every area, teachers will explicitly plan student use of collaborative conversation language frames to increase students' speaking and listening skills, which will impact reading and writing.

Actions: Teachers will teach guided reading daily.

Evaluation: Teachers will monitor student growth through running records to accelerate students to targeted levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|--|
| 4700 | Title I 1000-1999: Certificated Personnel Salaries GLAD TRAINING for staff |
| | LCFF Supplemental None Specified |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

English Learners will use the program Imagine Learning to build English vocabulary development, reading comprehension, writing and fluency skills. This program will provide language acquisition development to close the achievement gaps for EL students.

Students will also use Spelling City help kids learn spelling and improve vocabulary and grammar skills.

Create grade level sight words to wrap around the building to re-enforce reading, vocabulary and sight words for EL students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|--------|---|
| | LCFF Base 4000-4999: Books And Supplies Imagine Learning |
| 989.48 | LCFF Base 4000-4999: Books And Supplies Spelling City licenses |
| 286 | Title I 4000-4999: Books And Supplies Sight Words for Buildings |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|--|---|
| | Title I 1000-1999: Certificated Personnel Salaries |
|--|---|

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|--|---|
| | Title I 1000-1999: Certificated Personnel Salaries |
| | LCFF Supplemental 1000-1999: Certificated Personnel Salaries |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|--|---|
| | Title I 4000-4999: Books And Supplies |
| | LCFF Supplemental 1000-1999: Certificated Personnel Salaries |

| | |
|--|--|
| | |
| | LCFF Base 4000-4999: Books And Supplies |
| | LCFF Base 4000-4999: Books And Supplies |

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|--|--|
| | Title I Parent Involvement 1000-1999: Certificated Personnel Salaries |
| | LCFF Base 1000-1999: Certificated Personnel Salaries |
| | TK Program 4000-4999: Books And Supplies |

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|--|--|
| | LCFF Base 4000-4999: Books And Supplies |
| | LCFF Base |

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the 2018-2019 Goal we stated that every student will be instructed to reach their appropriate grade level. To meet this, every student scoring below grade level standard, will make more than one year's growth, on district literacy assessments. Every student meeting or exceeding the grade level will make at least one year's growth, on district literacy assessments.

When analyzing the implementation in ELA: student goal-setting, intervention, facilitated collaboration, analysis of data for instruction, and many SST meetings with parents for student support were invaluable and effective. To achieve the articulated goal, we are focusing on tightening targets for proficiency, targeted intervention, agreed-upon strategies, access to core curriculum for all students, and a major focus on academic language through collaborative conversation. We know we can strengthen academic language of SWD, SED, and EL students through language frames for structured student-to-student interaction in ELA, Science, Social Science, and in Social-Emotional Learning. This will increase the construction of meaning, listening, and speaking, which will impact reading and writing achievement. Because of our analysis, there is a change in our 2019-2020 goal.

When examining evidence on the California Assessment of Student Performance and progress (CAASPP):

In 2018, 38.0 % of all students met or exceeded standards, and their scale score was an average of 38 points from proficiency.

In 2019, 38.0% of all students met or exceeded standards, and their scale score was an average of 30 points from proficiency.

The scale score changes are as follows: All students + 6.6 SWD +23.8 SED + 1.2 EL -51.3 Cauc +0.9 Hispanic +12.9

In addition, on district literacy assessments:

In 2017-2018, 36% of grade 3-5 students grew over 100 lexile points. In 2018-2019, 37% of grade 3-5 students grew over 100 lexile points.

In 2018-2019:

58% of kinder students were at grade level on the running record assessment.

55% of first grade students were at grade level on the running record assessment.

59% at second grade students were at grade level on the running record assessment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

When analyzing K-5 investment in math academic language interaction and communicating effectively, we saw growth. Correspondingly, we know we can strengthen academic language of SWD, SED, and EL students through language frames for structured student-to-student interaction in ELA, Science, Social Science, and in Social-Emotional Learning. This will increase the construction of meaning, listening, and speaking, which will impact reading and writing achievement.

Because of this, the goals for 2019-2020 have changed and can be seen throughout the ELA Planned Improvements in Goal 1 :

Every student will engage in structured collaborative discourse daily to increase speaking and listening skills from an average of two times per day to four times per day. Metrics will be measured by ELPAC from 31% well developed in listening to 41% well developed in listening and 49% well developed in speaking to 59% well developed in speaking, with an average oral scale score from 1486 to 1496.

and CAASPP Claim of Listening from 12% above proficiency with 69% near proficiency to 22% above proficiency with 79% near proficiency.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement

Goal 2

By June 2021, every students will meet or exceed expected growth target in MATH across the Problem Solving and Measurement Data strand as measured by NWEA MAP.

Identified Need

Because CASSP was not administered in 19-20

An in-depth analysis of our 2018-2019 CAASPP Data indicates that school wide, 40% of our students did not meet the grade level standard in Math.

To support this goal:

Students in grades K-2 will:

- * Participate in targeted intervention 2 days a week while on campus during Hybrid Learning
- * Have access to District Wide Everyday Math Curriculum at least 2 times per week
- * Student will use Starfall as an intervention to help support academic in math facts

Students in grades 3-5 will:

- * Participate in targeted intervention 2 days a week while on campus during Hybrid Learning
- * Every student will have access to District Wide Everyday Math Curriculum at least 2 times per week
- * Access to Imagine MathFacts for problem solving skills

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---------------------------------|
| By June 2021, using the NWEA MAP Math assessment as a performance indicator. | Students from 2-5 will show positive academic growth from their baseline RIT score in Math | To meet or exceed growth target |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

300

LCFF Base
4000-4999: Books And Supplies
Starfall

2000

LCFF Base
4000-4999: Books And Supplies
Materials for copying word problem documents

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

Actions: Teachers will examine grade level materials and standards to determine needed supplemental instruction to match standards:

Evaluation: Teachers will use benchmark data from EDM and Interim assessment data from CDE to note growth:

Grade level supplemental materials and PD to match math standards: \$500 per level \$3000 LCFF Base

Kinder: Systematic Scope and Sequence

First: Systematic Scope and Sequence, Supplements in decomposing numbers and visuals

Second: For first grade materials add- fluency w numbers 1-10,

For Second grade supplement: Word Problems, Measurement, Time, Money, Addition/Subtraction Fluency

Third: For second grade materials add- solid understanding of place value, fluently adding/subtracting within 100, understanding of needed math vocabulary (sum/difference. etc.)

For Third Grade supplement: multiplication fluency, adding/subtracting numbers w regrouping, measurement, time, fractions, area, rounding,

Fourth/Fifth: For third grade materials add- Addition/subtraction/multiplication fact fluency, solid understanding of place value, regrouping, measurement

For Fourth/Fifth grade supplement: Operation Repetition, Measurement Conversion, Multiplication/Division Fact practice, Understanding of Basic Fractions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3500

LCFF Base

4000-4999: Books And Supplies

Grade level supplemental materials and PD to match math standards: (6 grade levels X \$500)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

When analyzing K-5 investment in math academic language interaction and communicating effectively, we saw growth. This increased the construction of meaning, listening, and speaking, which will impact reading and writing achievement.

Within the implementation, teachers taught the following agreed-upon strategies: a modified 3 reads protocol, with a Frayer organizer, and the use of language frames to create clear math explanations. This was accomplished in daily (20 minute) and weekly (one hour) time increments. Teachers evaluated student progress in PLC time through a staff created rubric and exemplars.

In 2018-2019, Lindo Park focused on academic language work to communicate effectively in mathematics: All K-5 students will increase proficiency by one rubric level in writing explanations for complex math tasks, as measured by a grade level math rubric by June 2019.

When examining evidence through the grade level math rubric, average scores were as follows:

Kinder 2.56, Grade 1 2.30, Grade 2 2.24, Grade 3 2.29, Grade 4 1.63, Grade 5 2.17

Because our focus is changing students' understanding and ability to communicate explanations to complex word problems, we are continuing our goal.

When examining evidence on the California Assessment of Student Performance and progress (CAASPP):

In 2018, 24% of all students met or exceeded proficiency, and their scale score was an average of 56 points from proficiency.

In 2019, 34% of all students met or exceeded proficiency, and their scale score was an average of 45 points from proficiency.

The scale score changes are as follows: All students +10.6 SWD +2.9 SED +8.8 EL - 30.7 Cauc +9.9 Hispanic + 14.7

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between our intended implementation and budgeted expenditures to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

K-5 grade levels are expected to increase and show positive academic growth from their baseline RIT score in Math. See annual measurable outcomes within Planned Improvements got Goal 2.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Social-Emotional Well-Being

Goal 3

Develop a consistent and clear Referral discipline System and structure in the classroom and on the playground to promote positive interactions at Lindo Park Elementary.

Identified Need

Student behavior is escalated in unstructured areas. This spills over and affects classroom behavior. Need for consistent procedures, re-envisioned routines, and staff training to complement PBIS is indicated. Additionally, staff will continue discussion to develop classroom calming structures and strategies for students with challenging behavior.

Analysis of Office Discipline Referrals:

Lack of documentation and consistency on student behavior communication to staff.

We will implement a positive school climate that ensure the safety of all Lindo Park students and staff.

Positive referrals to acknowledge students positive behavior and LSUD student profile goals.

2018-2019 65

Most issues stemmed from aggressive, escalated behavior in unstructured areas.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| Students will decrease physically and verbally aggressive behavior in unstructured time by 30% as measured by high level referrals and suspensions in common areas | from 65 high level referrals and 8 suspensions | to 15 high level referrals and 2 suspensions |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Actions: Each teacher will teach a weekly, 20 minute PBIS lesson. One lesson a month will integrate a component of Growth Mindset.

Evaluation: With counselor support teachers will commit to one PBIS lesson a month

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

500

Unrestricted Lottery
4000-4999: Books And Supplies
Books, Materials, Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Unstructured Areas will be systematized with structures and routines for calm, constructive behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3200

Unrestricted Lottery
4000-4999: Books And Supplies
Supplies for Playground, Cafeteria

None Specified

55.00

Title I
4000-4999: Books And Supplies
Playground sensory path

1000

LCFF Base
4000-4999: Books And Supplies
Materials for training Playground Leaders

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Actions: Principal, MTSS TOSA, and Teachers will create positive behavioral interventions and assess student growth in academic and behavior through "Kidwatch, " through Staff Training for common areas, and consultation with experts regarding classroom strategies.

Evaluation: Staff will monitor, attendance, SST referrals, Classroom Behavior Slips, ODRs, Suspensions Social-Emotional Therapeutic referrals, Referrals for SPED Testing, and individual/group lessons with counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|---|
| 2000 | LCFF Supplemental 1000-1999: Certificated Personnel Salaries Release time for Kidwatch Meetings (Jan/March), PD Responsive Classroom |
| | LCFF Supplemental None Specified |
| 500 | LCFF Supplemental 2000-2999: Classified Personnel Salaries Staff Training for Campus Supervisors Common Areas |
| 1000 | Unrestricted Lottery 4000-4999: Books And Supplies Supplies for Cafeteria/Playground Routines |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Actions: Staff will establish school-wide recognition in academics and behavior focused on individual, group, class and/or grade level success. Individual/Group will earn positive privilege/incentive acknowledging positive behavior.

Positive Referrals for students to be recognized

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000

LCFF Base
4000-4999: Books And Supplies
Positive Message Banners, Incentives, Intent Bracelets

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In 2018-2019, our Social-Emotional Goal was that Grade 5 students will increase academic motivation and perseverance from 63% in 2018 to 90% in 2019 as measured by the California Healthy Kids Survey. K-4 students will increase academic motivation and perseverance from 80% in November 2018 to 90% in 2019 as measured by the California Healthy Kids Survey questions. When examining evidence, Grade 5 students increased their academic motivation score by 33 percentage points, from 63% to 93%. Grade 3 and 4 students increased academic motivation and perseverance from 82.48 % in November 2018 to 83.7% in 2019 as measured by the California Healthy Kids Survey questions with Google forms. Grades K-2 results were found to be invalid. Students told researchers what they wanted to hear.

We felt that the implementation was effective, however, a rise in aggressive, escalated behavior in unstructured areas in the playground and cafeteria necessitated a change in focus.

When examining evidence through discipline referral data:

In 2018-2019, we had 65 office discipline referrals

In 2020-2021, our Social-Emotional Goal is in process: Develop and implement a consistent and clear system for discipline and structure in the classroom as well as on the playground to promote positive interactions, and a positive school climate.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and or budgeted expenditures to implement the strategies to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of analysis, we will continue growth mindset. However, a rise in aggressive, escalated behavior necessitates a focus on developing a consistent and clear system for discipline and structure on the playground to promote positive interactions. Those changes can be seen in Planning Instruction for Goal 3. Implement a clear and precise system for teachers and staff to document behavioral incidents.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Parent Involvement and Student Enrichment

Goal 4

Connect Students and Parents to School-Community

Identified Need

Parent engagement, involvement, and communication is essential to student achievement.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| Parent involvement will be measured by comparing | surveys, evaluations, and volunteer hours from parents events in 2018-2019 | to surveys, evaluations, and volunteer hours from parents events in 2019-2020 |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Actions: Staff will provide School Smarts/Parent Literacy/Growth Mindset Nights to support parents' understanding of advocacy and teaching of literacy/growth mindset at home

Evaluation: Parent evaluation administered to measure effectiveness.
(see Goal 1 for School Smarts/Literacy/Growth Mindset Nights)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Actions: School staff will improve parent/community member communication/outreach and PR, through clear communication through multi-media, to support student achievement, goal-setting, and safety

Evaluation: Parent evaluation administered to measure outreach effectiveness.

Planners \$3000

K School Folders \$1000

Parent information copies \$1000

Webmaster Work \$1000

Radio Replacement \$1000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|--|
| 3000 | LCFF Base 4000-4999: Books And Supplies Purchase of School Planners to support communication |
| 1000 | TK Program 4000-4999: Books And Supplies Purchase of EAK/Kinder School Folders to support communication |
| 1000 | LCFF Base 4000-4999: Books And Supplies Upgrades of Radios (Walkies) for Safety |
| 1000 | TK Program 4000-4999: Books And Supplies Publish parent information for literacy-math-growth mindset support |
| 500 | Unrestricted Lottery 1000-1999: Certificated Personnel Salaries Release Days for WebMaster |
| 2000 | LCFF Base 5800: Professional/Consulting Services And Operating Expenditures Public Relations |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Actions: A bilingual Special Programs will support parents through: outreach, translation of all school correspondence, web site, support for student recognition of positive behavior/attendance that impacts achievement and citizenship.

Evaluation: Parent evaluations administered to measure outreach effectiveness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

11000

LCFF Supplemental
2000-2999: Classified Personnel Salaries
Hire Bilingual Special Programs Assistant

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Actions: Staff will have access to supplies for effective communication/outreach and instruction

Evaluation: Staff/PAC evaluation administered to measure outreach effectiveness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

22000

Unrestricted Lottery
5000-5999: Services And Other Operating
Expenditures
Lease of Copiers/Riso

6000

Unrestricted Lottery
5000-5999: Services And Other Operating
Expenditures
Toner

14000

Unrestricted Lottery
4000-4999: Books And Supplies
Purchase of Office Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Actions: Teaching staff will use supplies for effective communication/outreach and instruction, in addition to Title I programming

Evaluation: Principal and PAC will monitor supply needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

6000

Unrestricted Lottery
4000-4999: Books And Supplies
Purchase supplies for teacher instruction

2000

LCFF Base
4000-4999: Books And Supplies
Equipment

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Actions: Teaching staff will provide after school programming to connect students to school and to create growth mindset thinking.

Evaluation: After-school student lists and CHKS Survey.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

12000

LCFF Base
1000-1999: Certificated Personnel Salaries
Afterschool Programming

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation of strategies last year was very effective as evidenced by the CHKS survey data and after-school programming

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the implementation and budgeted expenditures to implement strategies to reach the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes to this goal. Parent communication and engagement are essential to student achievement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$163,864.48 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
| Title I | \$54,141.00 |

Subtotal of additional federal funds included for this school: \$54,141.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| LCFF Base | \$41,023.48 |
| LCFF Supplemental | \$13,500.00 |
| TK Program | \$2,000.00 |
| Unrestricted Lottery | \$53,200.00 |

Subtotal of state or local funds included for this school: \$109,723.48

Total of federal, state, and/or local funds for this school: \$163,864.48

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------------------|-----------|------------|
| Title I | 92,622 | 38,481.00 |
| Title I Parent Involvement | 1,377 | 1,377.00 |
| Unrestricted Lottery | 27,597.10 | -25,602.90 |
| LCFF Base | 34,890.30 | -6,133.18 |
| LCFF Supplemental | 14,667.15 | 1,167.15 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------|-----------|
| LCFF Base | 41,023.48 |
| LCFF Supplemental | 13,500.00 |
| Title I | 54,141.00 |
| TK Program | 2,000.00 |
| Unrestricted Lottery | 53,200.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|-----------|
| 1000-1999: Certificated Personnel Salaries | 19,200.00 |
| 2000-2999: Classified Personnel Salaries | 55,500.00 |
| 4000-4999: Books And Supplies | 59,164.48 |
| 5000-5999: Services And Other Operating Expenditures | 28,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 2,000.00 |

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

| | | |
|---|----------------------|-----------|
| 1000-1999: Certificated Personnel Salaries | LCFF Base | 12,000.00 |
| 4000-4999: Books And Supplies | LCFF Base | 27,023.48 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF Base | 2,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental | 2,000.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental | 11,500.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 4,700.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 44,000.00 |
| 4000-4999: Books And Supplies | Title I | 5,441.00 |
| 4000-4999: Books And Supplies | TK Program | 2,000.00 |
| 1000-1999: Certificated Personnel Salaries | Unrestricted Lottery | 500.00 |
| 4000-4999: Books And Supplies | Unrestricted Lottery | 24,700.00 |
| 5000-5999: Services And Other Operating Expenditures | Unrestricted Lottery | 28,000.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 67,309.48 |
| Goal 2 | 5,800.00 |
| Goal 3 | 9,255.00 |
| Goal 4 | 81,500.00 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

| Name of Members | Role |
|------------------|----------------------------|
| Nina Drammissi | Principal |
| Lyndsey Clark | Classroom Teacher |
| Wade Nielsen | Classroom Teacher |
| Darice Evans | Classroom Teacher |
| Cindy Hilliker | Classroom Teacher |
| Tera Wieher | Other School Staff |
| Amanda Van Buren | Parent or Community Member |
| Marc Billen | Parent or Community Member |
| Becky Hill | Parent or Community Member |
| Sabrina Banegas | Parent or Community Member |
| Kathi Bradshaw | Parent or Community Member |
| Sephena Sanchez | Parent or Community Member |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/18/19.

Attested:



Principal, Interim Tessa Green on 11/18/19



SSC Chairperson, Becky Hill on 11/18/19



Riverview

International Academy

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-----------------------------|-----------------------------------|--|---------------------------|
| Riverview Elementary School | 37-68189-6038384 | | |

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development aligns with and inform the Local Control and Accountability Plan process. All stakeholders of the Riverview community are involved in the development of our SPSA. Our SPSA and accompanying budgets are shared with School Site Council (SSC) once a month, while being developed in order to receive feedback and make needed adjustments. SPSA are reviewed and updated throughout the school year. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Riverview Orenda Study:

Condition 1: High-density, separated sites with different start/end times prohibit interaction between grade-level teachers, leading to isolation and grade-level silos

Recommendation:

- The safety and isolation issues from multiple start times at Riverview ES results in a line of over forty cars waiting in front of the school for the gate to open in the morning and students waiting outside for their grade level's start time, as well as the different times/nights by grade level for Open House and other school events
- The high density of students in the square footage of the school results in high staff stress levels
- Collaboration time, both horizontal and vertical, allows teachers to review data, unpack the standards, and plan together, while also developing a sense of community.

Condition 2: Teachers work exceptionally hard with inspirational instruction to address every standard, including those standards that earlier grades have already begun to address. Teachers collaborate on grade-level interventions to provide access for all students while struggling to juggle coverage for all students within their class.

Recommendation:

- Vertical collaboration time with K-5 teams to backward map focus grade-level standards to identify overlaps in the standard acquisition
- Collaboratively revise common assessments based on the matrix, providing a foundation for identifying students for intervention
- Continue working together with grade-level teams to identify and provide effective interventions for students not mastering standards
- Develop system(s) for the enrichment of students mastering standards while teachers work with students not mastering standards, particularly if music/PE is not a feasible solution

Condition 3: Loss of instructional or collaboration time due to Enrichment, and/or District programs

Recommendation:

- Review design and delivery of Third Language Enrichment program content.
- With multiple District PD dates, consider using valuable time that does not always directly apply to unique Language programs for site collaboration
- As the program continues to grow with more community students, ensure the design allows for adaptations so the program continues to thrive:
- More support in early grades
- Expectations for parents, teachers, and students
- Time allocations

Condition 4: Program direction and articulation loose between two sites and grade-level classrooms

Recommendation:

Ensure aligned articulated program support across Winter Garden and Riverview

- Continuum of texts and resources
- Collaboration time across both sites
- Clear vertical program direction
- Guidance on vertical alignment and spiraling of standards, working together across grade levels

2020-21 Full Reopening Survey:

This was an open-ended, interactive survey. Parents had the opportunity to give input on the survey question, as well as see and react to responses from others. At the conclusion of the survey, the major themes that have emerged were presented to the Board of Trustees for consideration at their October 8th meeting. The LUSD Board of Trustees considered the inputs from the stakeholders to decide on timelines for moving forward with the reopening of our schools.

Our current board approved district reopening plan calls for three phases:

- * Phase 1: Distance learning for all students (August 20 - September 18)
- * Phase 2: Two-day a week hybrid model for students desiring in-person instruction (September 2 - October 16)
- * Phase 3: Full five-day a week in-person instruction for all students who have returned (October 19).

Survey question: Parents/Guardians: What are your thoughts about transitioning on October 19th to Phase 3, full-time in-person instruction for all students who desire to attend school 5 days a week?

The survey results indicated the highest-ranked themes rose clearly to the top and were presented to the Board of Trustees, and there were many other comments throughout the survey responses that will be helpful for the planning. After much thought and deliberation, the board took action to extend Phase 2 (hybrid) and revisit the timelines again at their December meeting. This means that LUSD would remain in hybrid instruction with the current cohort A/B model at least through the end of December. The parent survey had 1839 total thoughts shared. Below are the top 10 highest-ranked inputs.

1. Thank you to the educators and staff for the hard work and determination to continue to educate children!
2. Kids safety should be most important
3. We must also give all of our teachers and admins grace. I don't think any of us could have planned for this. Being rude or ungrateful only makes everything worse and teaches our kids to act the same.
4. I am against following the original schedule to move to Phase 3 due to health concerns. While I appreciate the district asking our opinions, scientific facts and public health experts should guide this decision since we are in a pandemic.
5. I think they should extend phase 2. I think it's too soon to go 5 days a week
6. I do feel the school has done a great job dealing with this pandemic. Thank you!
7. Our poor teachers are near their breaking point, feeling bad about all of the changes and probably often putting themselves and their families last. They are the backbone of our children's lives in school and we have to keep this in mind.
8. I do not think there has been or will be enough time in phase 2 to determine if it is really safe to go to Phase 3. Phase 2 allows for better social distancing and better monitoring of students in order for staff to keep them safe.
9. San Diego county remains very high in the red zone, very close to the purple zone, and surrounded by counties in the purple zone. It's too early and covid stats are still too high to safely transition to full-time, in-person classes.
10. Extend phase 2! We just don't know enough yet! Phase 2 has a smaller class size where it is possible for the kids to be spread out. Too many kids in each class if they move to phase 3.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At Riverview, the principal visits classrooms frequently both formal observations and informal walk-throughs. The teaching staff is evaluated every other year through formal observations. Through formal observations and walk-through visits, the following has been observed:

- (1) All Spanish and English teachers in all grades are teaching English Language Arts and Spanish Language Arts through customized unit lessons or Wonders (Maravillas). Mandarin teachers use Mandarin Matrix which aligns with

grade-level CCSS and world language standards. Daily lessons are taught, and students spend significant time reading at their level. All classroom teachers are implementing the common core math standards using Everyday Math. Teachers often integrate language arts with social studies and science content learning. Well planned lessons are taught on a daily basis, increased time and resources are directed toward students who are below grade level in reading, writing, and math, and extension activities are provided for students who need an extra challenge.

(2) Teachers use the Framework provides the foundation for the NGSS, and draws on current scientific research—including research on the ways students learn science effectively—and identifies the science all K–5 students should know.

(2) All Riverview staff use Positive Behavioral Intervention and Supports (PBIS) in classrooms and playgrounds. Students watch weekly wisdom messages, through YouTube LIVE Stream to help students understand, care about, and act upon core ethical values. Students with good character are caring, just, and responsible. The centerpiece of the program is a series of thought-provoking, inspirational messages that are narrated over our YouTube LIVE Stream system. In just one minute a day, we can reach every student and every staff member with a few words of wisdom that will uplift and promote a more positive and effective school climate.

(3) Riverview's counselor does whole classroom lessons and push-in lessons. Teacher who volunteer for push-in services have a higher number of students with IEPs. Support staff offer push-in to address the academic and social/emotional needs of a group of targeted students. (Students with IEPs) as well as the rest of the class. The benefit to the teacher is students receive Tier 2 support for all students regardless of need.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Riverview teachers use a variety of assessments to analyze progress, modify instruction and improve student achievement. Students in grades 3-5 take the Smarter Balanced Assessment (SBAC) and all English Language Learners take English Language Proficiency Assessment for California (ELPAC) annually. Local assessments include the use of the STAR, SRI, EDL2, Wonder's IRI along with district adopted assessments.

The assessment information is gathered and shared in spreadsheets and printouts at the staff goal-setting day. Assessment results are analyzed and used to determine which group of students needs additional instruction and support and how and how and when they should receive it. These interventions are taught by our classroom teachers, intervention specialist, and Special Education Staff. Additionally, teachers meet in PIC teams to analyze student work and assessments in order to better meet the needs of our students.

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2018-19 SBAC scores
- Analysis of 2018-19 English Learners' progress
- Analysis of classroom assessments
- Classroom observations of teaching
- Review of required instructional minutes in hybrid in-person and distance learning
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction

Major findings from this analysis were:

In 3rd and 5th grade more students are meeting, or exceeding, grade-level standards in ELA. In math, a higher percentage of students in 3rd grade have met or exceeded standards than in 4th and 5th grade (SBAC, 2019). Many RIA teachers have been trained in the Learning Headquarter's Writing program, however, this continues to be a need at both campuses. Increased teacher collaboration, planning, observation time is the greatest need at RIA. Release time is provided at the beginning of the school year and monthly, however, more planning and collaboration time is needed.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers analyze student progress on an ongoing basis using curriculum-embedded assessments, the district adopted assessments, Everyday math unit assessment, and observations of daily reading and writing work, social studies and science projects. Data is examined on a regular basis during Fearless Leader, staff and PLC meetings and instruction is differentiated to meet student needs. Base on data analysis, intervention groups are planned to support students who are not yet meeting standards. Teachers participate in 10 PLC cycles a school year during which each grade level team analyzes students' progress, sets SMART goals for our students who are not yet meeting standards, and create action plans and provides instruction to support those students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff at Riverview are fully credentialed and highly qualified. In addition, all immersion staff obtain Bilingual Authorization to teach in immersion classroom setting.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Riverview Elementary works with our district's Human Resource department to ensure that our teachers are appropriately credentialed in California to teach in their assignments. Timely, high-quality, and sustained professional development opportunities are offered to ensure that teachers and staff are trained in instructional strategies designed to meet the needs of their students. Our principal receives ongoing professional development in instructional leadership and in providing growth-producing feedback to teachers to support their growth in their profession. All Riverview teachers are fully credentialed. Teacher Induction Program (BTSA) support is available to first and second-year teachers. All teachers participate in several professional developments and district-wide PLC sessions throughout the school year at both the District and site level.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers use district adopted curricular materials and engage in standards-based staff development in the content area. District professional development sessions are provided in NGSS, Math Transformation and immersion related topics.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Riverview utilizes in-house experts to conduct trainings. Grade level teams collaborate with each other to identify student needs and instructional intervention strategies. District also offers Spanish TOSA support to the Spanish Immersion program. The coaches meet individually with teachers, with small teams, and the teaching staff as a whole to provide information about research based strategies.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers meet 3-4 times a month in grade-level teams on Wednesday for grade-level planning and PLCs

The grade-level planning/PLC time is spent on teaching and learning. Following the recommendations of the National Staff Development Council, our PLC time is spent:

- Developing lesson plans
- Examining student work
- Monitoring student progress through achievement data
- Assessing the effectiveness of our instruction
- Identifying needs for professional learning

The grade-level planning/PLC time is focused. The goal of all our professional collaboration is to continually improve our instruction as we move all students towards academic mastery. Each student's annual fundamental growth drives our work. Our work is driven by five critical questions:

- What do students need to know and be able to do?
- How will we plan and deliver the first instruction that gets students to learn it?
- How will we know they have learned it?
- How will we respond when they haven't?
- What will we do when they already know it?

The grade-level meetings are skillful. To stay focused and make the best use of teachers' time, teachers employ effective meeting strategies such as establishing shared norms, starting and ending meetings on time, using agendas and taking notes, assigning roles during meetings, learning about group processes and periodically reflecting on how well they are operating as a team and accomplishing their goals.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers follow the designated grade-level Common Core Standards and use district adopted curriculum. Classroom instruction is aligned to state standards and ACTFL standards. Teachers use grade level content and performance standards to plan lessons and analyze student progress.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The class schedule includes whole group and small group instruction for language arts in the target language, English, math, and PE. science (NGSS), social studies, designated ELD, and Tier 2 support. Additional 3rd language and student leadership opportunities are scheduled as well. Teachers cycle subject areas such as social studies and science (NGSS) and teach integrated units that address multiple subject areas to maximize the use of instructional time.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

To ensure that all students receive the complete standards-based curriculum, teachers meet regularly to build yearly pacing schedules for all curriculum areas. Teachers meet by grade levels in August and throughout the school year to design, then refine their pacing/teaching guides with their grade-level teams. Intervention supports are integrated throughout the day and are provided in both a pull-out and push-in model.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

There are sufficient standards based text in English/Spanish and other subject areas for each grade level. All students have access to these materials. The only area that we are currently lack of resource is standard based Mandarin instructional materials in both science NGSS and social studies.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teacher use SBE-adopted and standards-aligned instructional materials in ELA, Spanish, Mandarin, Math, Social Studies and Science.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The basic instructional program provides support to all students. Instruction is differentiated and our guided reading and writing block address a broad range of student needs. Teacher uses Learning Head Quarter tools to foster student writing, and also pull small conference groups to support learning. Teachers are mindful of instructional minutes and balance teacher talk with student talk. Teacher provide instruction in target language, guided practice, and opportunities for independent practice so students can build mastery of concepts. Teachers asses students on a regular basis and use information gained to tailor instruction to students needs.

Evidence-based educational practices to raise student achievement

From classroom teachers, student receive individualized instruction, enhanced instruction time, and scaffold lessons to increase learning success. Teachers use research-based practices when teaching guided reading, writing, and math in target language. Specialized Academic Instructors support the learning of student sin Special Education by using specific support strategies which enable students to meet their IEP goals and objectives in both push-in and pull-out models.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents and families receive information and resources through Parent-Teacher Conferences, SST and IEP meetings. Back to School Night and Open House encourage parent participation, help staff receive input and enable the staff to communicate with parents face-to-face. Teacher, Principal and school weekly newsletter keep family informed. Free and Reduced price meals help students receive balanced nutrition. Our Specialized Academic Instructor and Speech Pathologist provide a range of services for student students in Special Education. In addition, our SPED team and counselor work towards meeting student needs (both students in SPED and Gen. Ed) in a push-in and pull-out model. The Psychologist provides testing and student/family supports. Other support services include: Speech Therapy, and Occupational Therapy. These services are provided to students as designated in students' IEP or 504 plan. Small group counseling is available for identified students.

2020/21 SCHOOL & PTSA Collaboration Virtual Events:

SEPTEMBER

7 -21 LEGO CHALLENGE

OCTOBER

6 KINDER PARENT PANEL

23 REFLECTIONS DEADLINE

26-30 RED RIBBON WEEK

NOVEMBER

12-23 VIRTUAL PAINT NIGHT & SQUARE 1 ART FUNDRAISER

12- 30 COMFORT CLOSET DONATION DRIVE

DECEMBER

1-18 COMFORT CLOSET DONATION DRIVE

JANUARY

19-22 EYE ON SCIENCE WEEK

20 SCIENCE NIGHT

FEBRUARY

8-12 JOGATHON WEEK

23-26 LOVE OF READING WEEK

MARCH

12 VIRTUAL PAINT NIGHT #2

APRIL

8 PASTRIES FOR PARENTS

MAY

3-7 STAFF APPRECIATION WEEK

5 DAY OF THE TEACHER

JUNE

9 5th GRADE PROMOTION

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council (SSC) is composed of parents and staff who meet regularly to follow the state and federal guidelines for funding sources. Beginning in September, parents are encouraged to join the nomination and voting process to become members of this team. A goal is to have the makeup of the SSC represent the demographics of our student population in order to have a full representation and voice from all groups. The Council meets monthly to discuss the planning implementation and evaluation of school programs. The school has representatives to DAC (District Advisory Council), DELAC (District English Language Advisory Council). The school also has one representative for the Teacher Advisory Council. These representatives share information between the school and the district councils.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Riverview does not qualify for Title 1 funding.

Fiscal support (EPC)

Fiscal support is provided through Local Controlled Funding Formula (LCFF) and Unrestricted Lottery. These funds while essential and supportive, are not adequate to provide a program that meets the need of each and every student.

Funding is supplemented by PTSA.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Riverview understands the importance of including all stakeholders in the process of developing and monitoring our Site plan and budget.

Parents are encouraged to be a part of our site planning in the following ways:

- participating in the California Healthy Kids Survey (CHKS)
- attending Back to School Night in September/October
- School Site Council
- joining our Site Safety Committee
- attending Parent events
- attending Principal Coffees (held throughout the school year)
- parents of EL students are invited and encouraged to attend District English Language Advisory Committee meetings

The School Site Council (SSC) was established through an election process in early September and is comprised of parents, teachers, the principal and other staff. The SSC meets monthly to review data, learn about enrichment opportunities, intervention supports, and review the SPSA and safety plans to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. Parents, staff, and the principal attend meetings and fully participate in the development and oversight process.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Riverview does not qualify to receive Title I funding. While we have a lower percentage of students who are identified as living in poverty, we continue to have a substantial number of students who need additional support to meet grade-level standards. Without any additional funds, it's very challenging to meet the intervention need of these students at our school. We also continue to have a number of students with behavior and academic needs. Adequately serving and support those students and their classroom teachers is an ongoing challenge.

Additionally, lack of funding to provide adequate teacher collaboration time (vertical and horizontal), budget to create a more comprehensive intervention plan, budget for teacher training and professional development.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 0.49% | 0.66% | 1.12% | 3 | 4 | 7 |
| African American | 1.63% | 1.81% | 2.88% | 10 | 11 | 18 |
| Asian | 3.90% | 3.45% | 4.15% | 24 | 21 | 26 |
| Filipino | 0.49% | 0.82% | 1.28% | 3 | 5 | 8 |
| Hispanic/Latino | 27.15% | 28.45% | 29.07% | 167 | 173 | 182 |
| Pacific Islander | 0.81% | 0.99% | 0.64% | 5 | 6 | 4 |
| White | 61.14% | 60.36% | 57.35% | 376 | 367 | 359 |
| Multiple/No Response | % | % | 3.51% | | | 0 |
| Total Enrollment | | | | 615 | 608 | 626 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Grade 2 | 163 | 164 | 175 |
| Grade3 | 163 | 157 | 157 |
| Grade 4 | 136 | 156 | 149 |
| Grade 5 | 153 | 131 | 145 |
| Total Enrollment | 615 | 608 | 626 |

Conclusions based on this data:

1. The two primary subgroup of students at Riverview are Hispanic/Latino and White.
2. Our overall 2-5 Grade enrollment has remained stable from 2017-2019.
3. Student subgroup percentages have remained stable over the last three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | 5 | 10 | 11 | 0.8% | 1.6% | 1.8% |
| Fluent English Proficient (FEP) | 25 | 26 | 25 | 4.1% | 4.3% | 4.0% |
| Reclassified Fluent English Proficient (RFEP) | 1 | 2 | 2 | 16.7% | 40.0% | 20.0% |

Conclusions based on this data:

1. Although there's a growth in English Learners at Riverview. The total number of English Learners is less than 2% of the student population.
2. The number of Fluent English Proficient has remained fairly consistent over time.
3. Riverview experienced significantly drop in the Reclassified Fluent English Proficient learners since 2017-18. In 18-19 the percentage went up more than double, but the % of students dropped again in 19-20.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 150 | 160 | 156 | 147 | 157 | 155 | 147 | 157 | 155 | 98 | 98.1 | 99.4 |
| Grade 4 | 161 | 135 | 151 | 159 | 131 | 147 | 159 | 131 | 147 | 98.8 | 97 | 97.4 |
| Grade 5 | 141 | 151 | 131 | 138 | 149 | 127 | 138 | 149 | 127 | 97.9 | 98.7 | 96.9 |
| All | 452 | 446 | 438 | 444 | 437 | 429 | 444 | 437 | 429 | 98.2 | 98 | 97.9 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2454. | 2465. | 2464. | 36.05 | 35.67 | 38.06 | 28.57 | 30.57 | 30.97 | 19.73 | 26.75 | 18.71 | 15.65 | 7.01 | 12.26 |
| Grade 4 | 2497. | 2500. | 2491. | 33.33 | 36.64 | 35.37 | 32.70 | 22.90 | 24.49 | 18.24 | 25.95 | 21.09 | 15.72 | 14.50 | 19.05 |
| Grade 5 | 2515. | 2531. | 2532. | 21.01 | 23.49 | 29.92 | 34.06 | 46.98 | 37.80 | 26.09 | 16.11 | 16.54 | 18.84 | 13.42 | 15.75 |
| All Grades | N/A | N/A | N/A | 30.41 | 31.81 | 34.73 | 31.76 | 33.87 | 30.77 | 21.17 | 22.88 | 18.88 | 16.67 | 11.44 | 15.62 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 29.25 | 35.03 | 40.00 | 48.98 | 54.78 | 46.45 | 21.77 | 10.19 | 13.55 |
| Grade 4 | 29.56 | 35.11 | 32.65 | 57.86 | 49.62 | 48.98 | 12.58 | 15.27 | 18.37 |
| Grade 5 | 27.54 | 34.90 | 37.01 | 55.07 | 51.68 | 46.46 | 17.39 | 13.42 | 16.54 |
| All Grades | 28.83 | 35.01 | 36.60 | 54.05 | 52.17 | 47.32 | 17.12 | 12.81 | 16.08 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 31.97 | 32.48 | 34.19 | 51.02 | 54.78 | 50.32 | 17.01 | 12.74 | 15.48 |
| Grade 4 | 27.04 | 30.53 | 25.17 | 56.60 | 51.15 | 54.42 | 16.35 | 18.32 | 20.41 |
| Grade 5 | 28.26 | 27.52 | 27.56 | 52.17 | 55.03 | 55.91 | 19.57 | 17.45 | 16.54 |
| All Grades | 29.05 | 30.21 | 29.14 | 53.38 | 53.78 | 53.38 | 17.57 | 16.02 | 17.48 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 34.69 | 28.66 | 26.45 | 57.14 | 67.52 | 67.10 | 8.16 | 3.82 | 6.45 |
| Grade 4 | 25.16 | 29.01 | 23.13 | 63.52 | 64.89 | 63.27 | 11.32 | 6.11 | 13.61 |
| Grade 5 | 21.01 | 20.81 | 30.71 | 70.29 | 68.46 | 62.99 | 8.70 | 10.74 | 6.30 |
| All Grades | 27.03 | 26.09 | 26.57 | 63.51 | 67.05 | 64.57 | 9.46 | 6.86 | 8.86 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 35.37 | 36.94 | 31.61 | 48.98 | 53.50 | 55.48 | 15.65 | 9.55 | 12.90 |
| Grade 4 | 37.74 | 37.40 | 31.97 | 49.69 | 45.80 | 54.42 | 12.58 | 16.79 | 13.61 |
| Grade 5 | 31.88 | 40.27 | 31.50 | 47.10 | 44.30 | 51.18 | 21.01 | 15.44 | 17.32 |
| All Grades | 35.14 | 38.22 | 31.70 | 48.65 | 48.05 | 53.85 | 16.22 | 13.73 | 14.45 |

Conclusions based on this data:

1. There is a slight decreased in % of students who met or exceeded the standard in overall ELA performance from last year (17-18)
2. English reading and writing need the most support and are top priorities for RIA through grade level goal setting around communication.
3. Overall percentage of students scoring 'above standard' in the reading claim increased over the previous 2 years.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 150 | 160 | 156 | 148 | 157 | 155 | 148 | 157 | 155 | 98.7 | 98.1 | 99.4 |
| Grade 4 | 161 | 135 | 151 | 159 | 131 | 146 | 159 | 131 | 146 | 98.8 | 97 | 96.7 |
| Grade 5 | 141 | 151 | 131 | 137 | 149 | 128 | 137 | 149 | 128 | 97.2 | 98.7 | 97.7 |
| All | 452 | 446 | 438 | 444 | 437 | 429 | 444 | 437 | 429 | 98.2 | 98 | 97.9 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2475. | 2479. | 2504. | 36.49 | 44.59 | 56.77 | 35.14 | 29.30 | 23.23 | 16.22 | 19.75 | 16.77 | 12.16 | 6.37 | 3.23 |
| Grade 4 | 2515. | 2521. | 2508. | 27.04 | 34.35 | 34.93 | 42.14 | 34.35 | 26.03 | 28.30 | 26.72 | 33.56 | 2.52 | 4.58 | 5.48 |
| Grade 5 | 2527. | 2537. | 2558. | 25.55 | 30.87 | 39.84 | 24.82 | 24.16 | 28.13 | 34.31 | 30.20 | 22.66 | 15.33 | 14.77 | 9.38 |
| All Grades | N/A | N/A | N/A | 29.73 | 36.84 | 44.29 | 34.46 | 29.06 | 25.64 | 26.13 | 25.40 | 24.24 | 9.68 | 8.70 | 5.83 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 52.03 | 59.24 | 70.32 | 33.78 | 28.66 | 21.94 | 14.19 | 12.10 | 7.74 |
| Grade 4 | 46.54 | 49.62 | 43.15 | 37.74 | 35.88 | 34.93 | 15.72 | 14.50 | 21.92 |
| Grade 5 | 37.96 | 42.18 | 53.91 | 39.42 | 36.05 | 26.56 | 22.63 | 21.77 | 19.53 |
| All Grades | 45.72 | 50.57 | 56.18 | 36.94 | 33.33 | 27.74 | 17.34 | 16.09 | 16.08 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 50.00 | 41.40 | 58.71 | 37.84 | 49.04 | 34.19 | 12.16 | 9.55 | 7.10 |
| Grade 4 | 35.85 | 40.46 | 39.73 | 55.97 | 51.91 | 48.63 | 8.18 | 7.63 | 11.64 |
| Grade 5 | 29.93 | 30.87 | 35.94 | 49.64 | 51.68 | 50.78 | 20.44 | 17.45 | 13.28 |
| All Grades | 38.74 | 37.53 | 45.45 | 47.97 | 50.80 | 44.06 | 13.29 | 11.67 | 10.49 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 47.30 | 49.68 | 58.71 | 39.19 | 44.59 | 35.48 | 13.51 | 5.73 | 5.81 |
| Grade 4 | 38.36 | 44.27 | 36.30 | 52.20 | 41.22 | 50.00 | 9.43 | 14.50 | 13.70 |
| Grade 5 | 21.17 | 28.57 | 33.59 | 54.74 | 54.42 | 52.34 | 24.09 | 17.01 | 14.06 |
| All Grades | 36.04 | 40.92 | 43.59 | 48.65 | 46.90 | 45.45 | 15.32 | 12.18 | 10.96 |

Conclusions based on this data:

1. Grade 3 shows great growth in overall Math performance.
2. All three claim areas decreased in numbers of students scoring below standard in Grade 3 & Grade 5.
3. The number of students who met or exceeded standards in their overall math scores increased this year from 65.9% last year to 69.83%

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|-------|---------------|-------|------------------|-------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| Grade 2 | * | | * | | * | | 7 | |
| Grade 3 | * | | * | | * | | * | |
| Grade 4 | * | | * | | * | | * | |
| All Grades | | | | | | | 10 | |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| All Grades | * | | * | | * | | * | | * | |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| All Grades | * | | * | | * | | * | | * | |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | |
| All Grades | * | | * | | * | | * | | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | |
| All Grades | * | | * | | * | | * | | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | |
| All Grades | * | | * | | * | | * | | |

| Writing Domain | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| All Grades | * | | * | | * | | * | |

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 608 | 24.3 | 1.6 | 0.5 |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 10 | 1.6 |
| Foster Youth | 3 | 0.5 |
| Socioeconomically Disadvantaged | 148 | 24.3 |
| Students with Disabilities | 44 | 7.2 |





| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 11 | 1.8 |
| American Indian | 4 | 0.7 |
| Asian | 21 | 3.5 |
| Filipino | 5 | 0.8 |
| Hispanic | 173 | 28.5 |
| Two or More Races | 21 | 3.5 |
| Pacific Islander | 6 | 1.0 |
| White | 367 | 60.4 |

Conclusions based on this data:

1. Our total enrollment remains fairly constant at about 608+ students.
2. About 1/4 of our students are socioeconomically disadvantaged.
3. Our largest subgroup of students is White students at 60%, followed by Hispanic students 28.5%.

School and Student Performance Data

Overall Performance

| 2019 Fall Dashboard Overall Performance for All Students | | |
|--|---|---|
| Academic Performance | Academic Engagement | Conditions & Climate |
| <div>English Language Arts</div> <div></div> <div>Green</div> | <div>Chronic Absenteeism</div> <div></div> <div>Blue</div> | <div>Suspension Rate</div> <div></div> <div>Yellow</div> |
| <div>Mathematics</div> <div></div> <div>Blue</div> | | |

Conclusions based on this data:

1. We are in the green zone in all academic areas demonstrating that we are maintaining the gains we have made.
2. We are in the blue zone in chronic absenteeism. We have worked very hard to intervene in the case of chronic truancy and have made a very good gains this year.
3. Our suspension data is currently in the green zone demonstrating that we are maintaining the gains we have made.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | | | |
|--|--|--|---|--|
| All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged |
|  Green 27.4 points above standard Declined -3.1 points 428 |  No Performance Color 37.7 points above standard Maintained -2.9 points 15 |  No Performance Color 0 Students |  No Performance Color 0 Students |  Green 3.8 points above standard Increased ++5.2 points 105 |
| | |  Orange 39.2 points below standard Declined -11.7 points 34 | | |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 79.9 points above standard Increased ++6.4 points 14 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 0.5 points below standard Maintained -2.4 points 114 |  No Performance Color 34.4 points above standard Declined -8.8 points 18 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  Green 37.2 points above standard Maintained -2.1 points 266 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|--|---|
| Less than 11 Students - Data Not Displayed for Privacy 2 | 49.5 points above standard Declined -5 points 13 | 27.6 points above standard Maintained -2.5 points 408 |

Conclusions based on this data:

1. There is a 3.1 pt. decrease in ELA Performance for All Students/Student Group, but overall still stayed in the Green Zone.
2. Our student with disability experienced a decline of 11.7 pts in ELA Performance.
3. Our Socioeconomically Disadvantaged students is in the Green Zone. They experienced a growth in the overall ELA performance.

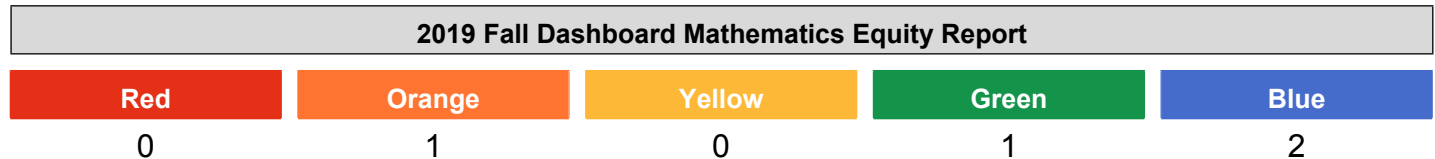
School and Student Performance Data

Academic Performance Mathematics





The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|--|---|
| All Students <div>  <p>Blue</p> <p>42 points above standard</p> <p>Increased ++12 points</p> <p>428</p> </div> | English Learners <div>  <p>No Performance Color</p> <p>54.6 points above standard</p> <p>Maintained -0.3 points</p> <p>15</p> </div> | Foster Youth |
| Homeless | Socioeconomically Disadvantaged <div>  <p>Blue</p> <p>24.4 points above standard</p> <p>Increased Significantly ++17.2 points 106</p> </div> | Students with Disabilities <div>  <p>Orange</p> <p>33.1 points below standard</p> <p>Declined -13.6 points</p> <p>35</p> </div> |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| | | | |
|---|--|---|---|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | Asian  No Performance Color 109.8 points above standard Increased Significantly ++30.8 points 14 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |
| Hispanic  Green 15.3 points above standard Increased ++10.6 points 115 | Two or More Races  No Performance Color 47 points above standard Declined -10.6 points 18 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 | White  Blue 49.7 points above standard Increased ++12.3 points 265 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| | | |
|---|--|---|
| Current English Learner Less than 11 Students - Data Not Displayed for Privacy 2 | Reclassified English Learners 65.5 points above standard Increased ++3.8 points 13 | English Only 41.3 points above standard Increased ++11.6 points 408 |
|---|--|---|

Conclusions based on this data:

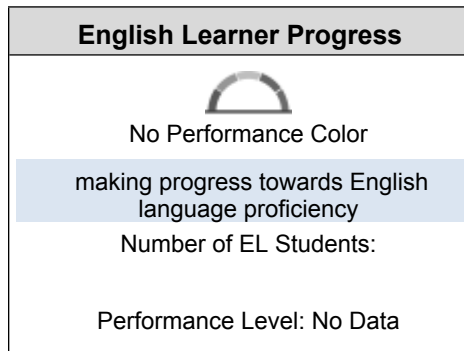
1. All students experience an increase in Math .
2. Students of Socioeconomically Disadvantaged group experiences a good solid growth in Math.
3. Students with Disabilities all experienced a decrease in Math.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased
One ELPI Level

Maintained ELPI Level 1,
2L, 2H, 3L, or 3H

Maintained
ELPI Level 4

Progressed At Least
One ELPI Level

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---------------|---------------|--------------|-------------|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 0 | 1 | 3 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|---|--|
| All Students | English Learners | Foster Youth |
|  Blue 1.6 Declined -0.5 609 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  Green 2.6 Declined -1.9 153 |  Blue 0 Declined -1.9 47 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| | | | |
|---|--|--|---|
| African American  No Performance Color 0 11 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 | Asian  No Performance Color 0 Maintained 0 21 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |
| Hispanic  Blue 0.6 Declined -1.8 173 | Two or More Races  No Performance Color 0 Maintained 0 21 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 | White  Blue 2.5 Maintained +0.3 367 |

Conclusions based on this data:

1. We experienced decline in overall Chronic Absenteeism.
2. We need to continue to monitor students on a monthly basis and persist in calling parents in for SART meetings.

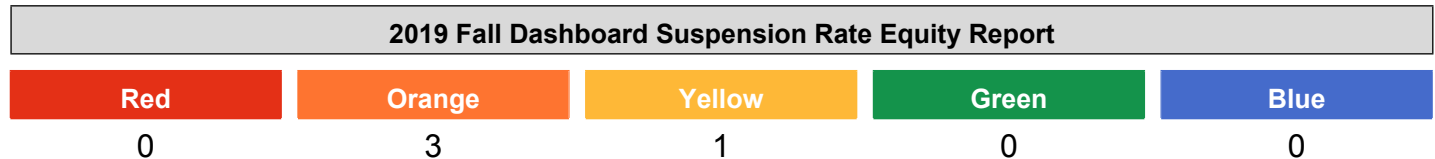
School and Student Performance Data

Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|--|---|
| All Students  Yellow 0.8 Increased +0.3 611 | English Learners  No Performance Color Less than 11 Students - Data Not 10 | Foster Youth  No Performance Color Less than 11 Students - Data Not 3 |
| Homeless | Socioeconomically Disadvantaged  Orange 1.3 Increased +1.3 153 | Students with Disabilities  Orange 2.1 Increased +2.1 47 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| | | | |
|---|--|--|---|
| African American  No Performance Color 0 11 | American Indian  No Performance Color Less than 11 Students - Data 5 | Asian  No Performance Color 0 Maintained 0 21 | Filipino  No Performance Color Less than 11 Students - Data 5 |
| Hispanic  Yellow 0.6 Increased +0.6 174 | Two or More Races  No Performance Color 0 Maintained 0 22 | Pacific Islander  No Performance Color Less than 11 Students - Data 6 | White  Orange 1.1 Increased +0.3 367 |

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0.5 | 0.8 |

Conclusions based on this data:

1. We have very small numbers of students who are suspended from school. However, depending on unsafe student behaviors, students are occasionally suspended.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 1: Academic Achievement: All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies. Schools will set annual goals to improve student outcomes and close achievement gaps.

Goal 1

Based upon the Spring 2021 California Assessment of Student Performance and Progress (CAASPP) report, 69% of 3~5 students will be "At Standard or will Exceed Standards in the overall area of English Language Arts, when compared to 66% of students "At Standard or Exceeds Standard" on the 2019 CAASPP for English Language Arts.

Sub writing goal: 87% percent of 3-5th grade learners will perform at "Standard Met" or "Standard Exceed" in the Writing claim.

Identified Need

Continue the need for high-quality classroom instruction and curriculum supplement is the first step in ensuring student success. Teachers need opportunities for collaboration in order to plan, pace and strategize on how to best serve all of their students to ensure a high academic achievement. In addition, students who fall behind will need extra support to help keep them engaged and successful in school. We will need to constantly monitor intervention programs and results from data to determine their effectiveness and respond accordingly.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| School-Wide CAASPP student data will be used to evaluate progress mad with this goal school-wide. | 2018-2019, 66% of Riverview students school-wide meet or exceed standards on the English Language Arts section of the CAASPP. | Expected growth for the coming school year will be an increase of 3% meeting or exceeding standards school-wide. |
| Socioeconomic Disadvantaged Students CAASPP student data will be used to evaluate progress made towards this goal. | 2018-2019, 55% of socioeconomic disadvantaged students meet or exceed standards on the English Language Arts section of the CAASPP results. | Expected growth for the coming school year will be an increase of 3% meeting or exceeding standards school-wide. |
| Student with Disabilities CAASPP student data will be used to evaluate progress made towards this goal. | 2018-2019, 31% of all students with disabilities meet or exceed standards as based on CAASPP results. | Expected growth for the coming school year will be an increase of 3% meeting or exceeding standards school-wide. |
| Grade 2 NWEA MAP ELA Trimester Data | 2020 Fall, 63% of 2nd Grade students perform High Average or High on the NWEA MAP ELA section. | Expected growth for the 2021 Spring will be an increase of 3% of 2nd Grade students perform High Average or High |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------------|--|--|
| | | on the NWEA MAP ELA section |
| Grade 3 NWEA MAP ELA Trimester Data | 2020 Fall, 53% of 3rd Grade students perform High Average or High on the NWEA MAP ELA section. | Expected growth for the 2021 Spring will be an increase of 3% of 3rd Grade students perform High Average or High on the NWEA MAP ELA section |
| Grade 4 NWEA MAP ELA Trimester Data | 2020 Fall, 58% of 4th Grade students perform High Average or High on the NWEA MAP ELA section. | Expected growth for the 2021 Spring will be an increase of 3% of 4th Grade students perform High Average or High on the NWEA MAP ELA section |
| Grade 5 NWEA MAP ELA Trimester Data | 2020 Fall, 57% of 5th Grade students perform High Average or High on the NWEA MAP ELA section. | Expected growth for the 2021 Spring will be an increase of 3% of 5th Grade students perform High Average or High on the NWEA MAP ELA section |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School-wide Focus: Teacher Clarity

Teacher clarity is more than learning intentions and success criteria. But they are important components for ensuring that students learn. The learning intentions and success criteria are derived from the standards and teacher-made decisions about the effective flow of information for students' learning.

Teachers will utilize the following strategies to ensure Teacher Clarity:

- * Crafting learning intentions and success criteria (I can statements)
- * Co-constructing learning intentions and success criteria with learners
- * Creating opportunities for students to respond (i.e. formative assessment)
- * Providing effective feedback on and for learning
- * Sharing learning and process between students and teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|---|
| 5200 | LCFF Base None Specified Professional Development |
| 3100 | LCFF Base 4000-4999: Books And Supplies SPSA Action plan supplement resources |

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

| |
|--------------|
| All students |
|--------------|

Strategy/Activity

| |
|--|
| Planning Instructional Unit Matrices: Design learning experiences for students is an important aspect of every teachers' job. There are many strategies that might work to improve students' learning. Our teachers use the following strategies to build in their unit designs: * Teacher Demonstrating using: * Direction Instruction whole group & small groups * Think-aloud and think-along * Worked examples * Lectures * Share session * Recorded video lessons * Student Collaborating through: * Book clubs * Text rendering * Jigsaw * Online discussion board * Small group discussion |
|--|

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|--|
| 3550 | Unrestricted Lottery 4000-4999: Books And Supplies Curriculum Supplement |
| 5850 | LCFF Base None Specified |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Feedback & Assessments: Formative and summative evaluation play an essential role in signaling learning progress to students, especially when they are actively engaged in viewing data, making strategic decisions, and taking action on next steps. These evaluation processes market the high-information feedback provided to students. These practices are even more important in a distance learning environment.

- * tailor feedback procedures to in-person or distance learning environment
- * Identify formative evaluation techniques to check for understanding in both in-person and virtual settings
- * Formative evaluations include
 - * Exit slips
 - * Retelling
 - * Polling to respond to questions
 - * Practice tests
 - * Unit assessments data
- * Summative evaluations include
 - * NWEA Maps
 - * CAASSP

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

11600

Unrestricted Lottery
4000-4999: Books And Supplies
Curriculum Supplement and classroom supplies

300

Unrestricted Lottery
2000-2999: Classified Personnel Salaries
Librarian Extra hours

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All stduents

Strategy/Activity

Reading-Writing Connection through content areas:

NGSS Lessons - Students who are exposed to Science-based informational Texts are very likely to transfer these rich experiences to their own writing. In order for writing in science to impact student learning, it must be more than just recording notes and/or data collected. The information must be personalized in some way. Students must be expected to include reflections, questions, predictions, claims linked to evidence and/or conclusions when they write. By making these personal connections, students begin to challenge prior misconceptions they may still harbor and start to develop a conceptual understanding of the scientific phenomena they are exploring in their studies.

Strategies:

- * Journaling - A Science Notebook is a record of student inquiry learning experiences over a period of time. The notebook can be used exclusively for inquiry investigations or it can be used to include reflections from reading or class discussions. It is more than a collection of observations, data collected, facts learned and procedures conducted. The notebook also documents student reflections, questions, predictions, and conclusions.

- * Quick Write - Quick Writing asks students to independently record everything they can think of in 3- 5 minutes. The prompt students are given can be open-ended or specific, depending on the teacher's purpose. This strategy can be used before, during or after learning.

- * Essay Writing - An essay is a non-fiction piece of writing, usually written from an author's point of view. It includes writing that uses thesis statements and support for them. Essays conform to all rules of grammar and punctuation.

- * Research Report - A research report is an informational text produced to summarize a body of scientific work. The report must be based on documented, credible sources and should follow appropriate formats

Reading-Writing Connection through Social-Science Lessons. The reading-writing connection is a strong one. Suitable Social-Science reading material, when used creatively, can enhance the writing curriculum. Students who are exposed to social-science based informational text are very likely to transfer these rich experiences to their own writing.

Strategies:

- * Quick Write - Quick Writing asks students to independently record everything they can think of in 3- 5 minutes. The prompt students are given can be open-ended or specific, depending on the teacher's purpose. This strategy can be used before, during or after learning. It should not be a high risk, "graded" activity. Quick Write provides the teacher with information about students' prior knowledge about a subject. Also helps students self-assess their own pool of information, as well as monitor their own understanding.

- * Jig-Saw -

- * Reading Response Journal - Journals help students think about and reflect on what they read. They assist students in discovering what they know, in asking questions, in confidently sharing their observations and opinions, and in clarifying their understanding. Journal entries provide the teacher with an opportunity to assess students' comprehension and critical-thinking abilities.

- * Summarizing - Requiring students to restate the main idea(s) in "their own language" builds understanding and surfaces misunderstandings and misconceptions. It also helps students make their own connections, and raise questions about the reading or learning experience.

* **Essay Writing** - Essay writing provides opportunities for students to develop their ideas about a topic, express a point of view, or persuade the reader to accept their thesis. To write an essay, a student must use skills of analysis, synthesis, summary, and evaluation.

Reading-Writing Connection through Math Lessons. Learning mathematics is much more complex than memorizing sets of facts and examples. Students must be given the opportunity to process their ideas before, during, and after new learning takes place. This can be done orally, mentally, or in writing. Teachers at Riverview use a number of writing strategies that students can use to surface their currently-held ideas and then process them in relation to new mathematical information.

Strategies:

- * **Response Journaling** - Students write comments and questions about what they have read (or solve a problem alone) before engaging in small-group discussions. Following a whole-group discussion, the teacher may assign a related writing assignment
- * **Quick Write** - Quick writing asks students to independently record everything that they can think of in 3-5 minutes. The prompt students are given can be open-ended or specific, depending on the teacher's purpose. This strategy can be used before, during, or after learning.
- * **Write Your Own Problem** - Students write their own word problems based on the mathematics they are studying. Students choose a situation from their own experiences and write a problem for peers to solve. The problem must have complete information and clear, specific instructions.
- * **Math Word Wall** - Math Word walls are an organized collection of words displayed in large letters on a wall. It helps students remember words because of the frequency of interaction with the words and their meaning.

Writing Block Time. The Writing Block includes a mini-lesson that provides children with a model of what writers do. During the block, students engage in various writing activities from starting a new piece, finishing a piece, revising, editing, or illustrating. Another component includes conferences that lead to a final published piece.

Strategies:

- * **RACES Writing Strategies:** Restate the question/Answer the question/Cite evidence to support answers/Expand/Explain/Sum it up
- * **Emphasize Constructive response criteria.**
- * **Use evidence to support answers.**
- * **Explicit instruction and for writing strategies across content areas (math, reading, science, social studies)**
- * **Hold students accountable to meet grade-level expectations using Learning Headquarters' Scoring Snapshot rubrics. (In Spanish)**
- * **On-demand assessments each trimester**
- * **Take away graphic organizer tools in phases as the year goes on.**
- * **Use Learning Headquarters Common Core Rubric System**
- * **Grade Level CCSS aligned essay organizer from LHQ**

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|--|
| 1000 | LCFF Base 4000-4999: Books And Supplies Instructional supplement |
|------|--|

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who need Tier 2 Instructional Support

Strategy/Activity

Tier 2 Intervention Support. Tier 2 target language interventions are the additional programs and strategies provided to students who require supports in addition to universal supports. The purpose of tier 2 interventions is to reduce the risk of academic concerns. The school will hire El Cap GLLP interns to support the intervention plan.

Spanish Target Language Intervention: Beginning January, Grade 2-5 receives 30 mins of intervention time on Wednesdays through zoom.

2nd Grade Spanish (10:00 AM - 11:50 AM)
3rd Grade Spanish (10:00 AM - 11:50 AM)
4th Grade Spanish ((10:00 AM - 11:50 AM)
5th Grade Spanish (10:00 AM - 11:50 AM)

El Cap student interns tentative schedule:

1. 9:20-9:50 (Prep Time 30 mins)
2. 10-10:30
3. 10:40-11:10
4. 11:20-11:50

Mandarin Target Language Intervention: Grade 2-5 receives 30 mins of intervention time on Wednesdays through zoom.

2nd Grade Mandarin (9:00 AM - 9:30 AM)
3rd Grader Mandarin (9:30 AM - 10:00 AM)
4th Grade Mandarin (10:00 AM - 10:30 AM)
5th Grade Mandarin (10:30 AM - 11:00 AM)
5th Grade Mandarin (11:00 AM - 11:30 AM)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|-----------|
| 3000 | LCFF Base |
|------|-----------|

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the COVID-19 pandemic, testing was suspended and schools were closed. There is no measurable data to record progress or make comparisons between 2019 and 2020.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The physical school closure, as the result of COVID 19, impacted the ability to complete all planned strategies and activities in 19-20 to meet the overall goal. While we keep all the best instructional practices in place while distance learning, we don't have concrete data to measure effectiveness. Due to long term hybrid learning, we plan to spend a majority of our budget exploring other learning opportunities for our students virtually. We will also be investing our budget in professional development opportunities for our teachers.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continue the need for high-quality classroom instruction and curriculum supplement is the first step in ensuring student success. Teachers need opportunities for collaboration in order to plan, pace and strategize on how to best serve all of their students to ensure a high academic achievement. In addition, students who fall behind will need extra support to help keep them engaged and successful in school. We will need to constantly monitor intervention programs and results from data to determine their effectiveness and respond accordingly.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement: All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies. Schools will set annual goals to improve student outcomes and close achievement gaps.

Goal 2

Based upon the Spring 2021 California Assessment of Student Performance and Progress (CAASPP) report, 73% of 3~5 students will be "At Standard or will Exceed Standards in the overall area of Math, when compared to 70% of students "At Standard or Exceeds Standard" on the 2019 CAASPP for Math.

Identified Need

Continue the need for high-quality classroom instruction and curriculum supplement is the first step in ensuring student success. Teachers need opportunities for collaboration in order to plan, pace and strategize on how to best serve all of their students to ensure a high academic achievement. In addition, students who fall behind will need extra support to help keep them engaged and successful in school. We will need to constantly monitor intervention programs and results from data to determine their effectiveness and respond accordingly.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| School-Wide CAASPP student data will be used to evaluate progress made with this goal school-wide. | 2018-2019, 70% of Riverview students school-wide meet or exceed standards on the English Language Arts section of the CAASPP. | Expected growth for the coming school year will be an increase of 3% meeting or exceeding standards school-wide. |
| Socioeconomic Disadvantaged Students CAASPP student data will be used to evaluate progress made towards this goal. | 2018-2019, 63% of socioeconomic disadvantaged students meet or exceed standards on the English Language Arts section of the CAASPP results. | Expected growth for the coming school year will be an increase of 3% meeting or exceeding standards school-wide. |
| Student with Disabilities CAASPP student data will be used to evaluate progress made towards this goal. | 2018-2019, 23% of all students with disabilities meet or exceed standards as based on CAASPP results. | Expected growth for the coming school year will be an increase of 3% meeting or exceeding standards school-wide. |
| Grade 2 NWEA MAP Math Trimester Data | 2020 Fall, 75% of 2nd Grade students perform High Average or High on the NWEA MAP Math section. | Expected growth for the 2021 Spring will be an increase of 3% of 2nd Grade students perform High Average or High on the NWEA MAP Math section |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------------|--|---|
| Grade 3 NWEA MAP Math Trimester Data | 2020 Fall, 53% of 3rd Grade students perform High Average or High on the NWEA MAP Math section | Expected growth for the 2021 Spring will be an increase of 3% of 3rd Grade students perform High Average or High on the NWEA MAP Math section |
| Grade 4 NWEA MAP Math Trimester Data | 2020 Fall, 48% of 4th Grade students perform High Average or High on the NWEA MAP Math section | Expected growth for the 2021 Spring will be an increase of 3% of 4th Grade students perform High Average or High on the NWEA MAP Math section |
| Grade 5 NWEA MAP Math Trimester Data | No base line | |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School-wide Focus: Teacher Clarity

Teacher clarity is more than learning intentions and success criteria. But they are important components for ensuring that students learn. The learning intentions and success criteria are derived from the standards and teacher-made decisions about the effective flow of information for students' learning.

Teachers will utilize the following strategies to ensure Teacher Clarity:

- * Crafting learning intentions and success criteria (I can statements)
- * Co-constructing learning intentions and success criteria with learners
- * Creating opportunities for students to respond (i.e. formative assessment)
- * Providing effective feedback on and for learning
- * Sharing learning and process between students and teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|--------|---|
| 0 | |
| 500 | Unrestricted Lottery 0000: Unrestricted Curriculum & Resources |
| 7537.7 | LCFF Base None Specified Total Teacher Collaborations & Release Time 1/2 |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math Strategies:

Depth and Complexity Icon Frame - designed using the icons of Depth and Complexity to aid our students in thinking deeply about problem-solving. The frame could include prompts to help students: identify keywords, define the problem, apply mathematical rules, and use mathematical vocabulary.

Word Problem of the Day

Number Talk

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|-------|---|
| 17000 | Unrestricted Lottery 0000: Unrestricted Curriculum and classroom supplies |
|-------|---|

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students need Tier 2 Math support

Strategy/Activity

Tier 2 Math Intervention Support. Tier 2 target language interventions are the additional programs and strategies provided to students who require supports in addition to universal supports. The purpose of tier 2 interventions is to reduce the risk of academic concerns. The school will hire EI Cap GLLP interns to support the intervention plan.

Spanish Target Language Intervention: Beginning January, Grade 2-5 receives 30 mins of intervention time on Wednesdays through zoom.

2nd Grade Spanish (10:00 AM - 11:50 AM)

3rd Grade Spanish (10:00 AM - 11:50 AM)

4th Grade Spanish ((10:00 AM - 11:50 AM)

5th Grade Spanish (10:00 AM - 11:50 AM)

El Cap student interns tentative schedule:

12:40-1:10

1:20-1:50

2:00-2:30

Tier 2 distance learning students will receive just-in-time support from the teacher.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3000

LCFF Base
None Specified
Intervention

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the suspension of CAASPP testing due to COVID 19, we were unable to measure growth based on the assessment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The physical school closure, as the result of COVID 19, impacted the ability to complete all planned strategies and activities in 19-20 to meet the overall goal. While we keep all the best instructional practices in place while distance learning, we don't have concrete data to measure effectiveness. Due to long term hybrid learning, we plan to spend a majority of our budget exploring other learning opportunities for our students virtually. We will also be investing our budget in professional development opportunities for our teachers.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, we have a new long term focus. Instead of focusing on an instructional strategies, we decided to focus on the mindset shift. We will be working on building teacher clarity that eventually transfers to learner clarity. It is only when teachers know and can articulate why students are learning what they are learning that they are in a position to design learning experiences that are authentic, relevant, and capable of cultivating the curiosity of the learners.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Social-Emotional Wellbeing: Students will receive classroom and non-classroom support that enables them to thrive socially and emotionally. Schools will set annual goals to improve the social-emotional wellbeing of students.

Goal 3

Increase Students' Socio-Emotional Health

Identified Need

Continue the need for a multi-tiered framework to make our school more effective places. PBIS and school counselor are integral part of the whole system that establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------|---|---|
| California Healthy Kids Survey | 2019-20 California Healthy Kids Survey Result | Improved 2020-21 California Healthy Kids Survey results |
| Attendance Records | 2018-19 Attendance Data | |
| Data from SUMS Grant | 2019-2020 total number of referrals for FIGHTING or AGGRESSION 64 total number of referrals for THEFT 0 total number of referrals for CHEATING 0 total number of referrals for DISRUPTION or DEFIANCE 38 total number of referrals for All other categories 25 | Improved 2020-21 SUMS Grant Data |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counseling services for students (Tier 1, 2 & 3) @ RV 4 days a week

Tier 1: the whole classroom in-person or virtual lessons. This year RV is doing bullying prevention lessons.

Tier 2: small group support

Tier 3: students in crisis and/or threat assessment, self-harm, violent behavior. Students who have had disciplinary action can also be categorized in Tier 3. The counselor supports teaching students replacement behaviors after disciplinary actions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|-----|--|
| 0 | |
| 500 | Unrestricted Lottery 0000: Unrestricted Counseling & Social Emotional Related Materials |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Weekly Wisdom Message:

The centerpiece of this program is a series of thought-provoking inspirational messages that are narrated over our school youtube LIVE Stream channel. In just 15 minutes a day, I can reach every student and every staff member with a few words of wisdom that will uplift and promote a more positive and effective school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|--|
| 500 | Unrestricted Lottery 0000: Unrestricted PBIS Instructional Materials |
| 1000 | Unrestricted Lottery |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School-wide positive behavior intervention and supports (SW-PBIS) Targeted Lesson to support positive behavior in order to maximize academic achievement for all students PBIS implementation

SW-PBIS is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic success. SW-PBIS is for the whole school, it is preventative, and it changes the paradigm of focus from negative behaviors and exchanges to positive expectations and interactions.

There are four main elements in SW-PBIS:

- (1) Customized practices to support student behavior, such as defining and teaching appropriate behavior
- (2) Systems of support for educators in the school; such as school-wide behavioral expectations, indicators, and coaching
- (3) Data-based decision making, which is the cornerstone of the behavior problem-solving process
- (4) The combination of these to enable school-wide outcomes, which promote social proficiency and academic success

School-wide means that educators support appropriate behavior in the classroom and non-classroom (bathrooms, assemblies, hallways) areas. This support happens along a continuum from Tier 1 for all students and Tier 2 for a small group of students to Tier 3 for individual students. The goal is to create an environment that sets up ALL students for success. An important aspect of SW-PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching to students just like math and reading. There is no assumption, in SW-PBIS, that students will learn social behavior automatically or pick it up as they go through life. This critical feature in SW-PBIS leads to its effectiveness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2700

Unrestricted Lottery
0000: Unrestricted
PBIS Instructional Materials

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The school-wide PBIS was implemented for the 2019-2020 school year. Before the school moved to an online learning platform, we did see a reduction in the number of referrals sent to the office for behavior. The implementation of all the SEL strategies and activities garnered 90% of students feeling safe at ABES according to the survey. Informal data based on student, parent feedback through virtual town hall meetings, coffee with principal, and Thursday Gatherings resulted in ABES community feeling connected and united due to constant connection during closure in a virtual learning environment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implementation of SEL strategies will be ongoing depending on what learning environment 2020-2021 entails during the time of the Pandemic. Goals will be met through creative and innovative practices to reach out and support students utilizing synchronous and asynchronous learning platform.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Implementation of SEL strategies will be ongoing depending on what learning environment 2020-2021 entails during the time of the Pandemic. Goals will be met through creative and innovative practices to reach out and support students utilizing synchronous and asynchronous learning platform.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement: All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies. Schools will set annual goals to improve student outcomes and close achievement gaps.

The Board continues to support LUSD signature programs that build Student Profile competencies:

Arts and Sciences: Provide opportunities and access for students to excel in the arts and sciences before, during, and after school.

Digital Literacy: Integrate meaningful technology and digital citizenship into instruction to empower students to excel in a technology-driven world.

Multilingualism: Support and maintain multilingual opportunities in our schools.

Goal 4

RV students will receive enrichment opportunities in a 3rd language (Spanish 30 mins/week or Mandarin 30 mins/week). Additionally, students will have access to specific leadership and online learning opportunities including Student Council, student jobs, garden club and community outreach events.

Identified Need

Continue to encourage curiosity and further learning. An well-rounded enrichment program of any kind gives our students the opportunity to try new things and explore recent interests. It gives them a chance to branch out and learn about things they may not have considered before. Additionally, in a traditional classroom, soft skills are not often emphasized. Giving students leadership opportunities and challenges in a relaxed, un-graded, and supportive environment can grow a student's confidence and ability more rapidly and with less stress.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Riverview Student Council & Student Leadership Opportunities (upon full return to school)

One of the primary focuses of our Lakeside district board/school goal this year is to close the achievement gap and student equity. As a public school, we strongly believe all students can and should have access to the most rigorous education at Riverview International Academy. However, besides academic excellence, student leadership opportunities are an integral part of the student experience here at Riverview. Mrs. Cox worked closely with Ms. Cookie in 19/20 to design

leadership and challenging opportunities through Student Council Team. Here is an overview of all the exciting enrichment projects and leadership opportunities we offer at Riverview:

Each third through fifth-grade class will have two representatives who will attend the bi-weekly meetings. One rep will be voted on by classmates based upon a speech done in class and the other will be chosen by the teacher. A pair of fourth or fifth-grade reps will be assigned to each second-grade class to provide updates from the SC. Student Council will be responsible for disseminating information to students regarding PTSA events, playground reminders, yearbook info, etc. They will also work to improve the school and community by organizing school-wide events, donations, and other activities.

Additionally, fourth and fifth-grade students, who are not a part of the Student Council, can apply for student jobs. A list of jobs with their descriptions is attached. There are approximately 185 jobs available, which along with the 22 fourth and fifth graders who will be on SC, totals 207 positions (there are 285 fourth and fifth-grade students, so about 72% will be given a position).

There are three new jobs available this year: ambassadors, assembly assistants, and Mustang Magazine editors. The ambassador job has existed in past years, but is being formalized and included here; the assembly assistants will help the Principal when she conducts the monthly PBIS grade-level assemblies, and the magazine editors will curate the content for a monthly student showcase magazine that will be emailed to parents. All students in all grades are encouraged to submit their work to the magazine. This could be a research project, video, creative writing, poetry, art, or other suitable media. Much more detailed information regarding this will be forthcoming.

Service Learning & community engagement projects - a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1500

LCFF Base
2000-2999: Classified Personnel Salaries
Enrichment Resource Intern

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Mandarin Immersion Students

Strategy/Activity

3rd Language Spanish Foreign Language Experience Program (FLEX Program) for Mandarin Immersion students; provided by a Spanish Credentialed Teacher

Grade 2-5: 1 to 2 days a week (30 mins/day)

The purpose of the Spanish FLEX program is to introduce students to Spanish Language and culture and to motivate them to pursue further Spanish language study. FLEX classes are usually conducted in Spanish and some English. The fluency in the K-5 Spanish FLEX is not an objective. Riverview offers Spanish FLEX instruction since Kindergarten. The Spanish FLEX serves a useful purpose by creating enthusiasm for language learning in general. It also helps students build a foundation for Spanish Learning in middle school (LMS or TdS Middle School).

FLEX programs goals:

- Introduce students to languages and cultures
- Develop limited awareness of language relationships

In FLEX programs, students will:

- Learn to say several basic expressions in the target language, such as
- Greetings
- Counting
- Colors and other descriptors
- Foods
- Geographic names (the sophistication of these items being affected by student age)
- Recognize the language when it is seen and heard
- Participate in limited imitative writing in context, depending on the nature of the target language (Spanish alphabetic).
- Experience music and songs from the target culture
- Identify the areas of the world where the language is spoken
- Acquire basic knowledge about the culture
- Hear or read a representative folktale or legend of the culture (can be in English)
- Acquire the above skills and knowledge as a reinforcement of social studies skills and as an expansion of linguistic development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

7200

2000-2999: Classified Personnel Salaries
LCFF Augmentation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Spanish Immersion Students

Strategy/Activity

3rd Language Mandarin Foreign Language Experience Program (FLEX Program) for Spanish Immersion students; provided by Confucius Institute Teachers.

Grade 2-5: 1 to 2 days a week (30 mins/day)

The purpose of the Mandarin FLEX program is to introduce students to Mandarin Language and culture and to motivate them to pursue further Mandarin language study. FLEX classes are usually conducted in Mandarin and some English. The fluency in the K-5 Mandarin FLEX is not an objective. Riverview offers Mandarin FLEX instruction since Kindergarten. The Mandarin FLEX serves a useful purpose by creating enthusiasm for language learning in general. It also helps students build a foundation for Mandarin learning in middle school (LMS or TdS Middle School).

FLEX programs goals:

- Introduce students to languages and cultures
- Develop limited awareness of language relationships

In FLEX programs, students will:

- Learn to say several basic expressions in the target language, such as
- Greetings
- Counting
- Colors and other descriptors
- Foods
- Geographic names (the sophistication of these items being affected by student age)
- Recognize the language when it is seen and heard
- Participate in limited imitative writing in context, depending on the nature of the target language (Chinese Characters).
- Experience music and songs from the target culture
- Identify the areas of the world where the language is spoken
- Acquire basic knowledge about the culture
- Hear or read a representative folktale or legend of the culture (can be in English)
- Acquire the above skills and knowledge as a reinforcement of social studies skills and as an expansion of linguistic development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

6000

2000-2999: Classified Personnel Salaries
LCFF Augmentation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Other Special Program Learning Opportunities (upon full return)

Grade Level Multicultural Learning through International Fair: During this time students research their assigned countries and present their research in class to celebrate the different cultures around the world. The geography of each class' countries, along with their countries' popular cuisine, holidays, festivals, clothing, the system of education, sports, and language are all studied

as students use reference books and teacher-selected websites to gain information that could ultimately be used to create a reports/projects. Students spend lots of time in class using Internet resources and library books to collect information on their assigned countries.

K - North America

1 - Africa

2 - Central America/Caribbean

3 - Asia

4 - Europe

5 - South America

Junior Olympics (36 hrs) - Junior Olympics is a wonderful, spirited tradition in the LUSD. Elementary 4th & 5th graders and middle school students from all LUSD schools gather for a day of fun, food and good-spirited competition.

School Promotion - School brochures; social media; orientation events; community outreach.

RV Sponsored Events - 5th Grade Award; other celebrations

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|-------|--|
| 1000 | LCFF Base 0000: Unrestricted Chorus (25 hrs) |
| 1000 | LCFF Base 0000: Unrestricted School Promotion |
| 3000 | LCFF Base 0000: Unrestricted RV Sponsored Events |
| 10000 | LCFF Base 0000: Unrestricted Science Field Day & Science Club (Training 30 hrs & Field Day 16 hrs) |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Online Learning Opportunities for students. All paid by PTSA.

Lexia Learning \$9,000 (PTSA funded)
Brain Pop \$2550 (PTSA funded)
AR/Star \$3351.5 (PTSA funded)

Raz Kids / Learning A-Z \$5300 (District funded)
Nearpod licenses \$4000 (Site funded)
Go Formative \$500 (Site funded)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|--|
| 5150 | LCFF Supplemental None Specified Online Licenses |
|------|--|

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement: All students will make academic growth in order to reach mastery of grade-level standards, individual goals, and development of the LUSD Student Profile competencies. Schools will set annual goals to improve student outcomes and close achievement gaps.

Multilingualism: Support and maintain multilingual opportunities in our schools.

Goal 5

By Spring 2021, students will meet the grade-level target language proficiency targets base on the new California World Language Standards & California World Language Framework.

Identified Need

All L2 Immersion students

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Kinder Spanish California World Language Framework proficiency targets | Interpretive: Novice Low - Mid Interpersonal: Novice Low - Mid Presentational: Novice Low | Interpretive: Novice Low - Novice Mid Interpersonal: Novice Low - Novice Mid Presentational: Novice Low |
| 1st Grade Spanish California World Language Framework proficiency targets | Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Mid | Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Mid |
| 2nd Grade Spanish California World Language Framework proficiency targets | Interpretive: Novice High Interpersonal: Novice High Presentational: Novice Mid | Interpretive: Novice High Interpersonal: Novice High Presentational: Novice Mid |
| 3rd Grade Spanish California World Language Framework proficiency targets | Interpretive: Novice High Interpersonal: Novice High Presentational: Novice High | Interpretive: Novice High Interpersonal: Novice High Presentational: Novice High |
| 4th Grade Spanish California World Language Framework proficiency targets | Interpretive: Novice High - Intermediate Low Interpersonal: Novice High - Intermediate Low Presentational: Novice High - Intermediate Low | Interpretive: Novice High - Intermediate Low Interpersonal: Novice High - Intermediate Low Presentational: Novice High - Intermediate Low |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|---|
| 5th Grade Spanish California World Language Framework proficiency targets | Interpretive: Intermediate Low Interpersonal: Intermediate Low Presentational: Intermediate Low | Interpretive: Intermediate Low Interpersonal: Intermediate Low Presentational: Intermediate Low |
| Kinder Mandarin California World Language Framework proficiency targets | Interpretive: Novice Low Interpersonal: Novice Low Presentational: Novice Low | Interpretive: Novice Low Interpersonal: Novice Low Presentational: Novice Low |
| 1st Grade Mandarin California World Language Framework proficiency targets | Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Low | Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Low |
| 2nd Grade Mandarin California World Language Framework proficiency targets | Interpretive: Novice Mid - Novice High Interpersonal: Novice High Presentational: Novice Low - Mid | Interpretive: Novice Mid - Novice High Interpersonal: Novice High Presentational: Novice Low - Mid |
| 3rd Grade Mandarin California World Language Framework proficiency targets | Interpretive: Novice High Interpersonal: Novice High Presentational: Novice Mid | Interpretive: Novice High Interpersonal: Novice High Presentational: Novice Mid |
| 4th Grade Mandarin California World Language Framework proficiency targets | Interpretive: Novice High Interpersonal: Novice High Presentational: Novice High | Interpretive: Novice High Interpersonal: Novice High Presentational: Novice High |
| 5th Grade Mandarin California World Language Framework proficiency targets | Interpretive: Novice High - Intermediate Low Interpersonal: Intermediate Low Presentational: Novice High - Intermediate Low | Interpretive: Novice High - Intermediate Low Interpersonal: Intermediate Low Presentational: Novice High - Intermediate Low |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All L2 immersion students

Strategy/Activity

Spanish & Mandarin Immersion Language Can-Do Statements

Teacher use the NCSSFL-ACTFL Can-Do Statements to plan their performance-based learning targets. Share with students and have them create their own goals. Reference the can-do statements when needed. At the end of language lesson, assignment or tasks, have students self assess progress towards their goals. Work samples that meet these goals provide the evidence. Share with students that their performance levels might not be at the same level in all modes of communication. Reading comprehension (Interpretive Reading) may be higher than personal conversations (Interpersonal), or Presentational writing may be higher or lower than Presentational speaking depending on individual learning experiences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to suspension of the 5th grade AAPPL testing due to COVID-19, we were unable to measure growth based on the assessment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, we build language can-do statements. These can-do statements assist our language learners, in communicating and assessing what and how well they can function in intercultural communication.

The statements are organized according to the Interpretive, Interpersonal, and Presentational Modes of Communication as described in the California World Language Standards.

- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$0 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$101,187.70 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| | \$13,200.00 |
| LCFF Base | \$45,187.70 |
| LCFF Supplemental | \$5,150.00 |
| Unrestricted Lottery | \$37,650.00 |

Subtotal of state or local funds included for this school: \$101,187.70

Total of federal, state, and/or local funds for this school: \$101,187.70

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------------|-----------|-----------|
| LCFF Base | 57,467.81 | 12,280.11 |
| LCFF Supplemental | 5,154 | 4.00 |
| Unrestricted Lottery | 37,676.25 | 26.25 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------|-----------|
| | 13,200.00 |
| LCFF Base | 45,187.70 |
| LCFF Supplemental | 5,150.00 |
| Unrestricted Lottery | 37,650.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|-----------|
| | 0.00 |
| 0000: Unrestricted | 36,200.00 |
| 2000-2999: Classified Personnel Salaries | 19,000.00 |
| 4000-4999: Books And Supplies | 19,250.00 |
| None Specified | 26,737.70 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------|-----------|
| | | 0.00 |
| | | 0.00 |
| 2000-2999: Classified Personnel Salaries | | 13,200.00 |

| | | |
|--|----------------------|-----------|
| 0000: Unrestricted | LCFF Base | 15,000.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Base | 4,500.00 |
| 4000-4999: Books And Supplies | LCFF Base | 4,100.00 |
| None Specified | LCFF Base | 21,587.70 |
| None Specified | LCFF Supplemental | 5,150.00 |
| 0000: Unrestricted | Unrestricted Lottery | 21,200.00 |
| 2000-2999: Classified Personnel Salaries | Unrestricted Lottery | 1,300.00 |
| 4000-4999: Books And Supplies | Unrestricted Lottery | 15,150.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 33,600.00 |
| Goal 2 | 28,037.70 |
| Goal 3 | 4,700.00 |
| Goal 4 | 34,850.00 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

2 School Principal

4 Classroom Teachers

1 Other School Staff

7 Parent or Community Members

| Name of Members | Role |
|----------------------------|----------------------------|
| Grace Cox (RV) | Principal |
| Hee-Jin Peterson (WG) | Principal |
| Maria Llamas (RV) | Classroom Teacher |
| Celilia Ochoa (RV) | Classroom Teacher |
| Jodi Stein (WG) | Classroom Teacher |
| Kristin Will (RV) | Classroom Teacher |
| Jerika Soule (RV) | Parent or Community Member |
| Autumn Ellenson (RV) | Parent or Community Member |
| Nicole Pedone (RV) | Parent or Community Member |
| Kristin Beattie (RV) | Parent or Community Member |
| Cheryl Shitabata (WG) | Parent or Community Member |
| Brian Leonard (WG) | Parent or Community Member |
| Deanie Marin-Lucchesi (WG) | Parent or Community Member |
| Marisa Robertson | Other School Staff |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:


The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

1 

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 1/28/2020.

Attested:



Principal, Grace Cox on 1/28/2021



SSC Chairperson, Nicole Pedone on 1/28/2021



Riverview

International Academy

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-------------------------------------|--------------------------------------|---|------------------------------|
| Winter Gardens Elementary School | 37681896038392 | | |

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process. The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget and make modifications to the plan that reflect changing needs and priorities, as applicable.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Many surveys have gone out to our school community about our district's reopening plan. On October 1, 2020, our school and district embarked on a new survey platform called Thought Exchange to seek input from parent and staff community to engage in a thoughtful conversation, where participants could see and react to responses from others. At the conclusion of the survey, the major themes that have emerged were presented to the Board of Trustees for consideration at their October 8th meeting. The LUSD Board of Trustees considered the inputs from the stakeholders to decide on timelines for moving forward with the reopening of our schools.

Our current board approved district reopening plan calls for three phases:

- * Phase 1: Distance learning for all students (August 20 - September 18)
- * Phase 2: Two-day a week hybrid model for students desiring in-person instruction (September 2 - current)
- * Phase 3: Full five-day a week in-person instruction for all students who have returned (anticipated).

Survey question: Parents/Guardians: What are your thoughts about transitioning on October 19th to Phase 3, full-time in-person instruction for all students who desire to attend school 5 days a week?

The survey results indicated the highest-ranked themes rose clearly to the top and were presented to the Board of Trustees, and there were many other comments throughout the survey responses that will be helpful for the planning. After much thought and deliberation, the board took action to extend Phase 2 (hybrid) and revisit the timelines again at their December meeting. This means that LUSD would remain in hybrid instruction with the current cohort A/B model at least through the end of December. The parent survey had 1839 total thoughts shared. Below are the top 10 highest-ranked inputs.

1. Thank you to the educators and staff for the hard work and determination to continue to educate children!
2. Kids safety should be most important
3. We must also give all of our teachers and admins grace. I don't think any of us could have planned for this. Being rude or ungrateful only makes everything worse and teaches our kids to act the same.
4. I am against following the original schedule to move to Phase 3 due to health concerns. While I appreciate the district asking our opinions, scientific facts and public health experts should guide this decision since we are in a pandemic.
5. I think they should extend phase 2. I think it's too soon to go 5 days a week
6. I do feel the school has done a great job dealing with this pandemic. Thank you!
7. Our poor teachers are near their breaking point, feeling bad about all of the changes and probably often putting themselves and their families last. They are the backbone of our children's lives in school and we have to keep this in mind.
8. I do not think there has been or will be enough time in phase 2 to determine if it is really safe to go to Phase 3. Phase 2 allows for better social distancing and better monitoring of students in order for staff to keep them safe.
9. San Diego county remains very high in the red zone, very close to the purple zone, and surrounded by counties in the purple zone. It's too early and covid stats are still too high to safely transition to full-time, in-person classes.
10. Extend phase 2! We just don't know enough yet! Phase 2 has a smaller class size where it is possible for the kids to be spread out. Too many kids in each class if they move to phase 3.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At Winter Gardens, site administrators visits classrooms frequently both formal observations and informal walk-throughs. The teaching staff is evaluated every other year through formal observations. Through formal observations and walk-through visits, the following has been observed:

(1) All Spanish and English teachers in all grades are teaching English Language Arts and Spanish Language Arts through customized unit lessons or Wonders (Maravillas). Mandarin teachers use Mandarin Matrix which aligns with grade-level CCSS and world language standards. Daily lessons are taught, and students spend significant time reading at their level. All classroom teachers are implementing the common core math standards using Everyday Math. Teachers often integrate language arts with social studies and science content learning. Well planned lessons are taught on a daily basis, increased time and resources are directed toward students who are below grade level in reading, writing, and math, and extension activities are provided for students who need an extra challenge.

(2) Teachers use the Framework provides the foundation for the NGSS, and draws on current scientific research—including research on the ways students learn science effectively—and identifies the science all K–5 students should know.

(2) All Winter Gardens staff use Positive Behavioral Intervention and Supports (PBIS) in classrooms and playgrounds, with a special focus on safety and health procedures this year due to the pandemic. Students learn and practice daily the ways to keep ourselves and others safe with health protocols. Teachers have given students classroom jobs in order to promote community and sense of belongings, even though the distancing.

(3) Winter Gardens has a part time counselor supports our students with Tier 1 online. Counselor also works with students who need more intense supports and well as families from the Riverview International Academy, K-5, who need more individual supports, but all students are able to access counseling lessons from home on Distance Learning and in-person on hybrid learning.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Riverview teachers use a variety of assessments to analyze progress, modify instruction and improve student achievement. Students in grades 3-5 take the Smarter Balanced Assessment (SBAC) and all English Language Learners take English Language Proficiency Assessment for California (ELPAC) annually. Local assessments include the use of the STAR, SRI, EDL2, Wonder's IRI along with district adopted assessments.

The assessment information is gathered and shared in spreadsheets and printouts at the staff goal-setting day. Assessment results are analyzed and used to determine which group of students needs additional instruction and support and how and how and when they should receive it. These interventions are taught by our classroom teachers, intervention specialist, and Special Education Staff. Additionally, teachers meet in PIC teams to analyze student work and assessments in order to better meet the needs of our students.

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2018-19 SBAC scores
- Analysis of 2018-19 English Learners' progress
- Analysis of classroom assessments
- Classroom observations of teaching
- Review of required instructional minutes in hybrid in-person and distance learning
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction

Major findings from this analysis were:

In 3rd and 5th grade more students are meeting, or exceeding, grade-level standards in ELA. In math, a higher percentage of students in 3rd grade have met or exceeded standards than in 4th and 5th grade (SBAC, 2019). Many RIA teachers have been trained in the Learning Headquarter's Writing program, however, this continues to be a need at both campuses. Increased teacher collaboration, planning, observation time is the greatest need at RIA. Release time is provided at the beginning of the school year and monthly, however, more planning and collaboration time is needed.

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Since Winter Gardens is a Kinder-1st grade campus, our primary educators conduct one-on-one to gather the most valuable data. All English Learners take the ELPAC. As a part of the larger Riverview International Academy, we work with the data provided by SBAC and now MAPs to examine the K-5 grade needs.

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2015-18 Riverview's SBAC scores
- Analysis of 2015-18 Winter Gardens ELPAC scores
- Analysis of site-developed grade-level assessments
- Parent feedback regarding formal English instruction during parent meetings
- Evaluation of the effectiveness of teacher professional learning for student improvement
- Teacher input regarding professional learning priorities
- Evaluation of cross-sites teacher collaboration for the purpose of improved instruction
- Review of required instructional minutes

Major findings from this analysis were:

- To improve Riverview's trajectory of district SBAC scores - align assessment tools for Target language immersion and English
- Create an Intervention program to address student-specific needs based on assessments, and EL level (intervention and/or enrichment opportunities)
- Given our flat SBAC trajectory, we need to provide professional development and provide more guided grade-level collaboration during PLCs
- Solidify K-5 Can-Do language proficiencies

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers analyze student progress on an ongoing basis using curriculum-embedded assessments, the district adopted assessments, Everyday math unit assessment, and observations of daily reading and writing work, social studies and science projects. Data is examined on a regular basis during instructional leaders meeting and PLC meetings and instruction is differentiated to meet student needs. Based on data analysis, intervention groups are planned to support students 2 times a week.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All faculty at Winter Gardens are fully credentialed and highly qualified. All immersion faculty, 14 out of 14 teachers have a Bilingual Authorization to teach in immersion classroom setting. Our 2 English teachers are fully credentialed and partner with the Mandarin Immersion teachers, creating our 50/50 program, half Mandarin and half English. Of our 16 fully credentialed teachers, we have 3 teachers teaching Distance Learning for the full school year.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Winter Gardens School works with our district's Human Resource department to ensure that our teachers are appropriately credentialed in California to teach in their assignments. Timely, high-quality, and sustained professional development opportunities are offered to ensure that teachers and staff are trained in instructional strategies designed to meet the needs of their students. Our site administrator receives ongoing professional development in instructional leadership and in providing vital feedback to teachers to support their growth in teaching. All Winter Gardens teachers are fully credentialed. Teacher Induction Program (TIP) support is available to first and second-year teachers. All teachers participate in grade level professional learning and school-wide professional developments and district-wide PLC sessions throughout the school year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Faculty use district adopted curricular materials and engage in standards-based grade specific staff development. District professional development sessions are provided in Next Generation Science Standards, Math Transformations, and Immersion in collaboration with district and county leaders.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Our district provides a Spanish Immersion TOSA to support teachers in developing and strengthening our immersion programs during hybrid and distance learning. Our district provides a technology TOSA who supports teachers with organizing their online classroom platform, with all the apps and tools needed to support teacher and students learning.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers meet 3-4 times a month in grade level teams online via zoom.

Our PLC time is focused

The goal of all our professional collaboration is to continually improve our instruction as we move all students towards academic mastery. Each student's annual fundamental growth drives our work. Our work is driven by five critical questions:

- What do students need to know and be able to do?
- How will we plan and deliver first instruction that gets students to learn it?
- How will we know they have learned it?
- How will we respond when they haven't?
- What will we do when they already know it?

Our PLC time is spent on teaching and learning

Following the recommendations of the National Staff Development Council, our PLC time is spent:

- Developing lesson plans
- Examining student work
- Monitoring student progress through achievement data
- Assessing the effectiveness of our instruction
- Identifying needs for professional learning

Our PLC collaboration is based on examining data together. We continue to grow in examining data and then we allow the data to guide and focus our instruction.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers follow the designated grade-level Common Core Standards and use district adopted curriculum. Classroom instruction is aligned to state standards and ACTFL standards. Teacher use grade level content and performance standards to plan lessons and analyze student progress.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Class schedule includes block of time for reading, language arts in target language, math and PE. Instruction is provided in science (NGSS) and social studies. English instruction is provided for our Mandarin Immersion students while Spanish Immersion students learn 100% in Spanish. Additional 3rd language and student leadership opportunities are scheduled as well. Teachers cycle subject areas such as social studies and science (NGSS), and teach integrated units that address multiple subject areas to maximize use of instructional time.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

To ensure that all students receive the complete standards-based curriculum, teachers meet regularly to build yearly pacing schedules for all curriculum areas. Teachers meet by grade level in August and throughout the school year to design, then refine their pacing/teaching guides with their grade-level teams. Intervention supports are integrated throughout the day and are provided in both a pull-out and push-in model.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

There are sufficient standards based text in English/Spanish and other subject areas for each grade level. All students have access to these materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teacher use SBE-adopted and standards-aligned instructional materials in ELA, Spanish, Math, Social Studies and Science.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The basic instructional program provides support to all students. Instruction is differentiated and our guided reading and writing block address a broad range of student needs. Teacher uses Learning Head Quarter tools to foster student writing, and also pull small conference groups to support learning. Teachers are mindful of instructional minutes and balance teacher talk with student talk. Teacher provide instruction in target language, guided practice, and opportunities for independent practice so students can build mastery of concepts. Teachers asses students on a regular basis and use information gained to tailor instruction to students needs.

Evidence-based educational practices to raise student achievement

From classroom teachers, student receive individualized instruction, enhanced instruction time, and scaffold lessons to increase learning success. Teachers use research-based practices when teaching guided reading, writing, and math in target language. Specialized Academic Instructors support the learning of student sin Special Education by using specific support strategies which enable students to meet their IEP goals and objectives in both push-in and pull-out models.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents and families receive information and resources through Parent-Teacher Conferences, SST and IEP meetings. Back to School Night and Open House encourage parent participation, help staff receive input and enable the staff to communicate with parents face-to-face. Teacher, Principal and school weekly newsletter keep family informed. This school year, meals are provided to help all students receive balanced nutrition during school days and even during non school days, like Thanksgiving and Winter Break. Our Specialized Academic Instructor and Speech Pathologist provide a range of services for student students in Special Education. In addition, our SPED team and counselor work towards meeting student needs (both students in SPED and Gen. Ed) in a push-in and pull-out model. The Psychologist provides testing and student/family supports. Other support services include: Speech Therapy, and Occupational Therapy. These services are provided to students as designated in students' IEP or 504 plan. Small group counseling is available for identified students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council (SSC) is composed of parents and staff who meet regularly to follow the state and federal guidelines for funding sources. Beginning in September, parents are encouraged to join the nomination and voting process to become members of this team. A goal is to have the makeup of the SSC represent the demographics of our student population in order to have a full representation and voice from all groups. The Council meets monthly to discuss the planning implementation and evaluation of school programs. The school has representatives to DAC (District Advisory Council), DELAC (District English Language Advisory Council). The school also has one representative for the Teacher Advisory Council. These representatives share information between the school and the district councils.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Winter Gardens does not qualify for Title 1 funding.

Fiscal support (EPC)

Fiscal support is provided through Local Controlled Funding Formula (LCFF) and Unrestricted Lottery. These funds while essential and supportive, are not adequate to provide a program that meets the need of each and every student. Funding is supplemented by PTSA.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Riverview International Academy School Site Council (SSC) is comprised of both Riverview and Winter Gardens School. The School Site Council was established through an election process in early September and is comprised of parents, teachers, the principal of the Riverview International Academy, the administrator of Winter Garden School, and other staff. The SSC meets monthly to review data, learn about enrichment opportunities, intervention supports and review the SPSA and safety plans to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. Parents, staff and the principal attend meetings and fully participate in the development and oversight process.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Winter Gardens does not qualify to receive Title I funding. We, however, have a growing number of students who need additional support to meet grade level standards and a growing number of socio-economically disadvantaged students and English Learners. Without any additional funds, it is very challenging to adequately meet the intervention need of the students at our school. Additionally, we continue to have a number of students with behavior and academic needs. Adequately serving and supporting our students and their classroom teachers is an ongoing challenge that our staff strive to meet.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 1.64% | 1.1% | 0.56% | 6 | 4 | 2 |
| African American | 3.56% | 4.11% | 1.95% | 13 | 15 | 7 |
| Asian | 5.21% | 3.56% | 2.23% | 19 | 13 | 8 |
| Filipino | 1.37% | 1.37% | 0.28% | 5 | 5 | 1 |
| Hispanic/Latino | 34.52% | 37.81% | 40.95% | 126 | 138 | 147 |
| Pacific Islander | 0.27% | 0.27% | 0.28% | 1 | 1 | 1 |
| White | 52.05% | 47.12% | 45.96% | 190 | 172 | 165 |
| Multiple/No Response | % | % | 7.8% | | | 0 |
| Total Enrollment | | | | 365 | 365 | 359 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 187 | 182 | 190 |
| Grade 1 | 178 | 183 | 169 |
| Total Enrollment | 365 | 365 | 359 |

Conclusions based on this data:

1. The two primary subgroup of students at Riverview International Academy are Hispanic/Latino and White.
2. Winter Garden School's Latino student population increased from 34.5% to 41% in 2 years, while our white population has decreased over the past 2 years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | 14 | 17 | 18 | 3.8% | 4.7% | 5.0% |
| Fluent English Proficient (FEP) | 10 | 11 | 13 | 2.7% | 3.0% | 3.6% |
| Reclassified Fluent English Proficient (RFEP) | | 0 | 0 | 0 | 0.0% | 0.0% |

Conclusions based on this data:

1. Our EL population was only 3.8% in 2017-18 and grew to 5% in 19-20 school year. We need to serve this growing population, with targeted intervention.
2. The number of Fluent English Proficient has also increased in numbers.
3. Winter Gardens has not had any student reclassified Fluent English Proficient since 2016-17.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| All Grades | N/A | N/A | N/A | | | | | | | | | | | | |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |

Conclusions based on this data:

1. Our K/1st site relies on our 2nd-5th sibling school's scores.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| All Grades | N/A | N/A | N/A | | | | | | | | | | | | |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |

Conclusions based on this data:

1. Our K/1st site relies on our 2nd-5th sibling school's scores.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|-------|---------------|-------|------------------|-------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| Grade K | 1442.2 | | 1457.5 | | 1406.3 | | 13 | |
| Grade 1 | * | | * | | * | | 5 | |
| All Grades | | | | | | | 18 | |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| K | 23.08 | | 38.46 | | 30.77 | | 7.69 | | 13 | |
| All Grades | 27.78 | | 38.89 | | 22.22 | | 11.11 | | 18 | |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| K | 38.46 | | 23.08 | | 30.77 | | 7.69 | | 13 | |
| All Grades | 50.00 | | 16.67 | | 27.78 | | 5.56 | | 18 | |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| K | 30.77 | | 53.85 | | 15.38 | | 13 | |
| All Grades | 44.44 | | 44.44 | | 11.11 | | 18 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| K | 46.15 | | 46.15 | | 7.69 | | 13 | |
| All Grades | 50.00 | | 38.89 | | 11.11 | | 18 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| K | 0.00 | | 100.00 | | 0.00 | | 13 | |
| All Grades | 11.11 | | 83.33 | | 5.56 | | 18 | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| K | 38.46 | | 53.85 | | 7.69 | | 13 | |
| All Grades | 38.89 | | 50.00 | | 11.11 | | 18 | |

Conclusions based on this data:

1. We have a growing number of students taking the ELPAC each year.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 365 | 26.3 | 4.7 | This is the percent of students whose well-being is the responsibility of a court. |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 17 | 4.7 |
| Socioeconomically Disadvantaged | 96 | 26.3 |
| Students with Disabilities | 19 | 5.2 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 15 | 4.1 |
| American Indian | 4 | 1.1 |
| Asian | 13 | 3.6 |
| Filipino | 5 | 1.4 |
| Hispanic | 138 | 37.8 |
| Two or More Races | 17 | 4.7 |
| Pacific Islander | 1 | 0.3 |
| White | 172 | 47.1 |





Conclusions based on this data:

1. Our White and Latino population account for 85% of our student population.
2. Our socioeconomically disadvantaged population has grown to 26%.
3. Our English Learner and Students with disabilities remain at approximately 5% each.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|--|---|
| English Language Arts  Yellow | Chronic Absenteeism  Green | Suspension Rate  Blue |
| Mathematics  Green | | |

Conclusions based on this data:

1. On our Kinder and 1st grade school, we are high in English Language Arts and relatively high in mathematics.
2. Because our entire student population consist of primary grades, we are facing the challenge of emphasizing the importance of attendance vs. family trips.
3. As a Kinder and 1st grade site, suspension has not been an issue.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students



Yellow

7.9 points above standard

Declined -6.6 points

183

English Learners



No Performance Color

0 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

0 Students

Socioeconomically Disadvantaged



No Performance Color

0 Students









Students with Disabilities



No Performance Color

0 Students

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| | | | |
|--|---|---|--|
| African American  No Performance Color 0 Students | American Indian  No Performance Color 0 Students | Asian  No Performance Color 0 Students | Filipino  No Performance Color 0 Students |
| Hispanic  No Performance Color 0 Students | Two or More Races  No Performance Color 0 Students | Pacific Islander  No Performance Color 0 Students | White  No Performance Color 0 Students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| | | |
|--|--|-----------------------------------|
| Current English Learner 0 Students | Reclassified English Learners 0 Students | English Only 0 Students |
|--|--|-----------------------------------|

Conclusions based on this data:

1. Winter Gardens is high in English Language Arts. We are a choice school as a 100% immersion school.

School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red

Orange

Yellow

Green

Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



Green

18.6 points above standard

Increased ++7.1 points

183

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

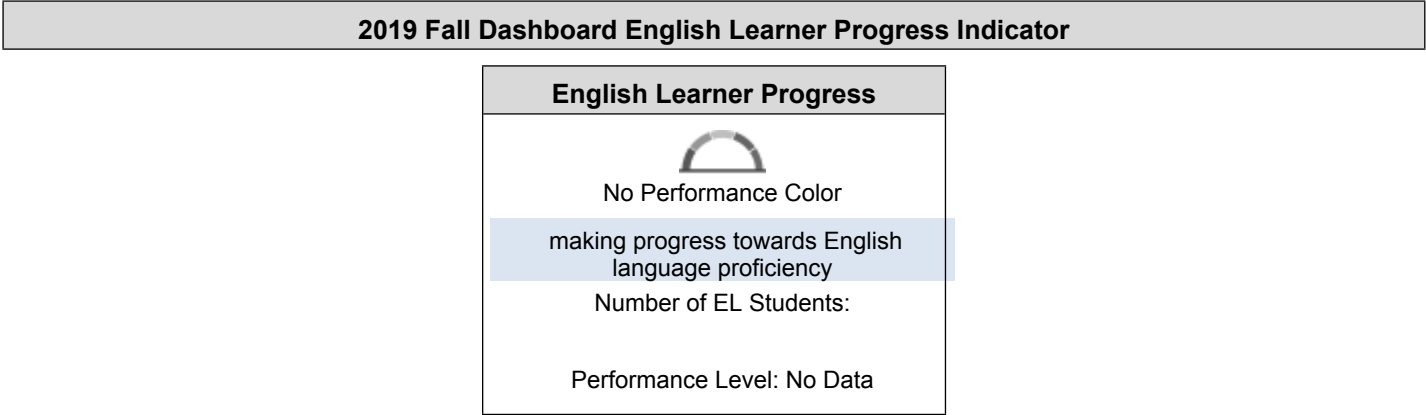
Conclusions based on this data:

1. Winter Gardens is high in mathematics. There is always room for improvement.

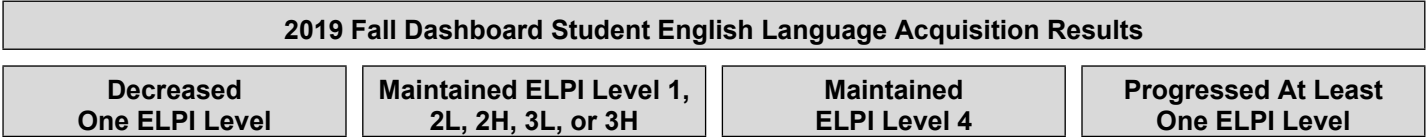
School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Conclusions based on this data:

1. We have a small percentage of English Learners, although it is a growing number for our school.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

| 2019 Fall Dashboard College/Career Equity Report | | | | |
|--|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

1. None, based on the fact that we serve Kinder and 1st grade.

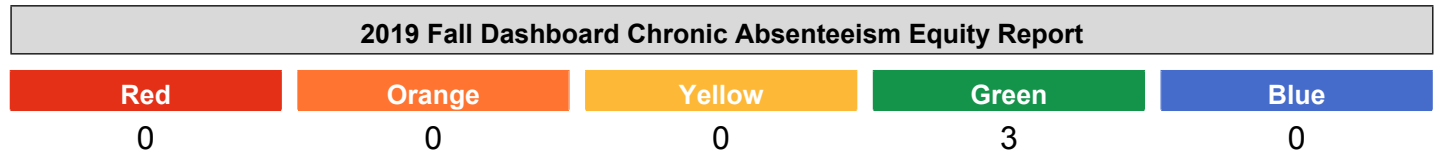
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| All Students  Green 3 Declined -0.8 371 | English Learners  No Performance Color 5.6 Increased +5.6 18 | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |
| Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 | Socioeconomically Disadvantaged  Green 3.8 Declined -5.1 104 | Students with Disabilities  No Performance Color 4 Increased +4 25 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| | | | |
|---|---|---|--|
| African American  No Performance Color <div>0</div> Declined -6.7 15 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | Asian  No Performance Color <div>7.1</div> Increased +7.1 14 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |
| Hispanic  Green <div>3.6</div> Maintained -0.3 140 | Two or More Races  No Performance Color <div>0</div> 17 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | White  Green <div>2.9</div> Declined -1.3 175 |

Conclusions based on this data:

- 3% of our student population is chronically absent, compared to 3.7% in the previous year.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1. We are a Kinder and 1st grade school.

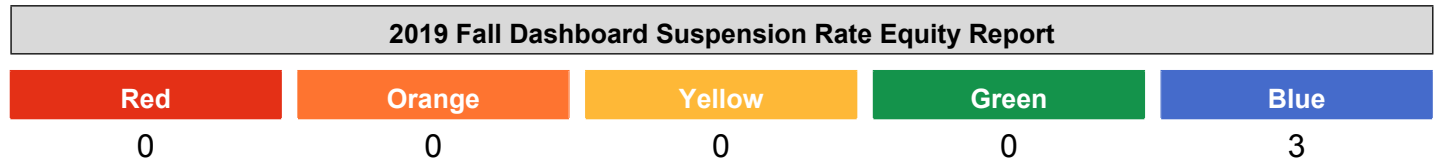
School and Student Performance Data

Conditions & Climate Suspension Rate





The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|--|
| All Students | English Learners | Foster Youth |
|  Blue 0 Maintained 0 374 |  No Performance Color 0 Maintained 0 18 | |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| |  Blue 0 Maintained 0 105 |  No Performance Color 0 Maintained 0 25 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| | | | |
|---|--|--|---|
| African American  No Performance Color 0 Maintained 0 16 | American Indian  No Performance Color Less than 11 Students - Data 4 | Asian  No Performance Color 0 Maintained 0 14 | Filipino  No Performance Color Less than 11 Students - Data 5 |
| Hispanic  Blue 0 Maintained 0 141 | Two or More Races  No Performance Color 0 17 | Pacific Islander  No Performance Color Less than 11 Students - Data 1 | White  Blue 0 Maintained 0 176 |

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0 | 0 |

Conclusions based on this data:

- Suspension is a non-issue at Winter Gardens School.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 1: Academic Achievement: All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies. Schools will set annual goals to improve student outcomes and close achievement gaps.

Goal 1

ELA Goal: By June of 2021, 75% of Kinder students will be able to write three non-patterned sentences with proper sentence formation and writing words phonetically. By May 2021, 85% of all 1st grade students will write a topic sentence, 2 or more details and closing sentence. Our Winter Gardens and Riverview K-5th school wide goal is by May 2021, 87% of students taking the SBAC will score near, at or above standard in the writing claim.

Identified Need

All Kinder teachers will guide students to practice letter formation through various activities 5 days a week. All Kinder teacher will together create a writing rubric for students to use in TRI 2. Rubric will include a self-checklist. All 1st grade teachers will create a vocabulary list of words used most frequently to target instruction. All 1st grade teacher will teach students how to self-assess with simple rubrics and All 1st grade teachers will commit to writing across different subjects daily. As a whole school, we will continue to focus on high-quality classroom instruction and curriculum supplement to ensuring student success. Teachers need opportunities for collaboration in order to plan, pace and strategize on how to best serve all of their students to ensure a high academic achievement. In addition, students who fall behind will need extra support to help keep them engaged and successful in school. We will need to constantly monitor intervention programs and results from data to determine their effectiveness and respond accordingly.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| One on one ELA assessments percentage correct | 2018-2019 one on one assessment data | 2020-2021 one on one assessment with a score of 87% or more |
| Smarter Balanced Assessment (SBAC) in English Language Arts | 2018-2019 Smarter Balanced Assessment (SBAC) in English Language Arts | 2020-2021 Smarter Balanced Assessment (SBAC) in English Language Arts |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, Kindergarten and 1st grade, our entire population. For some data above, we do rely on our sibling school.

Strategy/Activity

School-wide Focus: Teacher Clarity

Teachers will use the following strategies to ensure Teacher Clarity:

- crafting learning intentions and success criteria (I can statements)
- co-constructing learning intentions and success criteria with learners
- creating opportunities for students to respond
- providing effective feedback for continuous learning
- sharing learning process between students and teachers

All Kinder teachers will guide students to practice letter formation through various activities 5 days a week. All Kinder teacher will together create a writing rubric for students to use in trimester 2 and 3. Rubric will include a self-checklist. All 1st grade teachers will create a vocabulary list of words used most frequently to target instruction. All 1st grade teacher will teach students how to self-assess with simple rubrics and All 1st grade teachers will commit to writing across different subjects daily.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|---|
| 0 | None Specified Teachers will meet in Professional Learning communities to develop effective lessons using multiple sources (including Maravillas), analyze student outcomes and improve classroom practices. |
| 4875 | LCFF Base 4000-4999: Books And Supplies School Supplies to support WIGs |
| 4800 | Unrestricted Lottery 0000: Unrestricted Grade level teams will meet to develop best practices to support student communication/literacy (Collaboration strategies, letter/sound fluency, etc.) |
| 2500 | LCFF Base 0001-0999: Unrestricted: Locally Defined WG teachers will attend professional learning opportunities to aide in the development effective student communication/literacy |
| 2500 | Unrestricted Lottery 0000: Unrestricted |

| | |
|------|---|
| | Observation, Collaboration and Reflection of instructional practices around WIGs (Teacher release) |
| 2500 | LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures Lesson Study for Improvement of Learning Outcomes around WIGs (Teacher release) |
| 3800 | LCFF Base 5000-5999: Services And Other Operating Expenditures Utilize online tools for advancing Literacy, etc. Learning A-Z, Lexia, AR, |
| 4950 | LCFF Base 1000-1999: Certificated Personnel Salaries Teacher release for planning, assessments, report cards, parent conferences |

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement: All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies. Schools will set annual goals to improve student outcomes and close achievement gaps.

Goal 2

2020-21 ELA Goal: By June of 2021 75% of Kinder students will be able to add or subtract within 5. By June 2021, 85% of 1st grade students will independently solve a word problem and explain their thinking. Winter Gardens relies on our sister school, Riverview for SBAC data.

Identified Need

Continue the need for high-quality classroom instruction and curriculum supplement is the first step in ensuring student success. Technology is also a high need for this year as we focus on hybrid and distance learning school models. Teachers need opportunities for collaboration in order to plan, pace and strategize on how to best serve all of their students to ensure a high academic achievement. In addition, students who fall behind will need extra support, interventions, to help keep them engaged and successful in school. We will need to constantly monitor intervention programs and results from data to determine their effectiveness and respond accordingly.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| Smarter Balanced Assessment (SBAC) in Math | Smarter Balanced Assessment (SBAC) in Math | Smarter Balanced Assessment (SBAC) in Math |
| Everyday Math Trimester Unit Assessment | Everyday Math Trimester Unit Assessment | Everyday Math Trimester Unit Assessment |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students in Kinder and all students in 1st, which is our entire school population.

Strategy/Activity

At least twice a week, all kindergarten students will complete a number sense activity. All Kindergarten student create and consistently use a visual to represent math symbols (+/-/=). All 1st grade will use Engage NY word problems 1 time per week and teach math vocabulary for addition/subtraction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|---|
| 6799 | Unrestricted Lottery 0000: Unrestricted Continuous Opportunities for Interventions (Twice a week intervention Teacher to support with targeted groups) |
| 3709 | LCFF Supplemental 4000-4999: Books And Supplies School Materials & Supplies |
| 3000 | LCFF Base 4000-4999: Books And Supplies Online support programs |
| 0 | Continuous differentiation of instruction, regular analyzing of student work, regular assessments in Mathematics (Classroom and PLCs) |

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Social-Emotional Wellbeing: Students will receive classroom and non-classroom support that enables them to thrive socially and emotionally. Schools will set annual goals to improve the social-emotional wellbeing of students.

Goal 3

Increase Students' Socio-Emotional Health

Identified Need

Continue the need for a multi-tiered framework to make our school more effective places. PBIS and school counselor are integral part of the whole system that establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------|---|---|
| California Healthy Kids Survey | 2018-19 California Healthy Kids Survey Result | Improved 2020-21 California Healthy Kids Survey results |
| Attendance Records | 2018-19 June attendance data | Reduction in number of absences for 2020-21 school year |
| Referrals | Create baseline/collecting data | Create baseline/collecting data |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counseling services for students (Tier 1, 2) @ WG with part time counselor.

Teachers and staff members continue to monitor student well-being.

Teachers provide more personalized time during hybrid learning.

Enrichment teacher provides additional support, allowing students to communicate and express themselves in English rather than the target language.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|---|
| | 1000-1999: Certificated Personnel Salaries Paid by the District |
| 3825 | Unrestricted Lottery 1000-1999: Certificated Personnel Salaries Spanish Enrichment & Intervention (A staff member who breaks the target language and speaks English with our students as well as Spanish Enrichment) |
| 3000 | LCFF Base 2000-2999: Classified Personnel Salaries Mandarin Enrichment |
| 500 | LCFF Base 4000-4999: Books And Supplies School Materials & Supplies |
| 0 | None Specified |

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$46,758.00 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| | \$0.00 |
| LCFF Base | \$22,625.00 |
| LCFF Supplemental | \$6,209.00 |
| Unrestricted Lottery | \$17,924.00 |

Subtotal of state or local funds included for this school: \$46,758.00

Total of federal, state, and/or local funds for this school: \$46,758.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------------|-----------|-----------|
| LCFF Base | 31,352.78 | 8,727.78 |
| LCFF Supplemental | 3,709.75 | -2,499.25 |
| Unrestricted Lottery | 21,975.50 | 4,051.50 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------|-----------|
| | 0.00 |
| LCFF Base | 22,625.00 |
| LCFF Supplemental | 6,209.00 |
| Unrestricted Lottery | 17,924.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|-----------|
| 0000: Unrestricted | 14,099.00 |
| 0001-0999: Unrestricted: Locally Defined | 2,500.00 |
| 1000-1999: Certificated Personnel Salaries | 8,775.00 |
| 2000-2999: Classified Personnel Salaries | 3,000.00 |
| 4000-4999: Books And Supplies | 12,084.00 |
| 5000-5999: Services And Other Operating Expenditures | 3,800.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 2,500.00 |
| None Specified | 0.00 |

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

| | | |
|---|----------------------|-----------|
| | | 0.00 |
| None Specified | | 0.00 |
| 0001-0999: Unrestricted: Locally Defined | LCFF Base | 2,500.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Base | 4,950.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Base | 3,000.00 |
| 4000-4999: Books And Supplies | LCFF Base | 8,375.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Base | 3,800.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental | 3,709.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF Supplemental | 2,500.00 |
| 0000: Unrestricted | Unrestricted Lottery | 14,099.00 |
| 1000-1999: Certificated Personnel Salaries | Unrestricted Lottery | 3,825.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 25,925.00 |
| Goal 2 | 13,508.00 |
| Goal 3 | 7,325.00 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

2 School Principal

3 Classroom Teachers

1 Other School Staff

8 Parent or Community Members

| Name of Members | Role |
|-----------------------|----------------------------|
| Hee-Jin Peterson | Principal |
| Grace Cox | Principal |
| Maria Llamas | Classroom Teacher |
| Jodi Stein | Classroom Teacher |
| Cecilia Ochoa | Classroom Teacher |
| Kristin Will | Classroom Teacher |
| Jerika Soule | Parent or Community Member |
| Nicole Perdone | Parent or Community Member |
| Autumn Ellenson | Parent or Community Member |
| Kristin Beattie | Parent or Community Member |
| Cheryl Shitabata | Parent or Community Member |
| Brian Leonard | Parent or Community Member |
| Deanie Marin-Lucchesi | Parent or Community Member |
| Marisa Robertson | Other School Staff |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/16/2019.

Attested:




Principal, Hee-Jin Peterson on 12/16/2020

SSC Chairperson, Nicole Pedone on 1/28/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2020-21



Tierra del Sol

MIDDLE SCHOOL

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------------------|-----------------------------------|--|---------------------------|
| Tierra del Sol Middle School | 37-68189-6085047 | 1/27/2021 | |

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Tierra del Sol Middle School is working diligently to improve student achievement by closely analyzing our academic achievement and social-emotional data, then creating a systemic plan that aligns with our LCAP and board goals. We are also working with all stakeholders to close the achievement gaps we have on campus by analyzing and restructuring systems that may be inequitable for certain students. TdS will share our data and our site plan with our School Site Council. Together we will create a schoolwide plan that ensures every student at Tierra del Sol Middle School will get the best education and middle school experience in San Diego County.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

2020-2021 CHKS Survey: The CHKS survey provides data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. According to the data, 60% of our 7th grade students felt connected to school and felt they had caring adult relationships on campus. 74% of our 7th grade students felt they had motivation to do well in their academics, and 77% of our 7th grade students felt they set high expectations for themselves. However, only 30% of students felt they had meaningful participation in their own learning, which coincides with building and/or increasing intrinsic motivation.

Fall 2020 School Counseling Student Survey: Our students completed this survey Fall 2020. The purpose of this study was to see the needs of the students during COVID, and what was and wasn't working with our current hybrid and DL schedules. Survey results revealed that the top three areas students wanted/needed to improve were: 44.9% of our students wanted more help with time management and organizational skills, 44.9% of students wanted to learn more skills for learning (focusing, attention, memory, etc.) and 32.6% of students wanted more help with stress management and mindfulness. When asked about the best and worst parts of the 20-21 school year, the responses ranged from loving the flexibility of the hybrid schedule to missing friends and wanting to go back to school 100%.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The following classroom observations are completed throughout the year: Non-evaluative classroom observations (at least 2-3 times a week), Evaluative classroom observations (at least 3-4 times per year) Teacher classroom observations used to improve practice (1-2 times a month).

Summary of Findings: This year classroom observations have been uniquely different, due to the decreased class size and the restrictions/safeguards that have been implemented in every classroom. Students are not conversing or working collaboratively in the traditional ways anymore, and though teachers are stepping out of their comfort zone and trying to create creative ways to continue these important skills, there is more direct teaching in some classes than pre-COVID times. I have also made several observations for Distance Learning classes. It has been interesting to see teachers and students use technology at the upper end of the SMAR model more than ever! Teachers are providing students unique online experiences that mirror the traditional student-centered classroom as much as possible. Students are working collaboratively in breakout rooms, and they are getting more opportunities to present online. More teachers are offering students flexibility to complete their assignments and show their mastery of skills through choice boards and design thinking projects. This is definitely a strength at TdS.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2018-19 SBAC scores and Achieve data
- Analysis of 2019-2020 ELPAC scores
- Analysis of 2019-2020 Suspension Rates
- Analysis of 2019-2020 Chronic Absenteeism
- Analysis of site developed assessments
- Classroom observations of teaching
- Review of required instructional minutes in core academic areas

Major findings from this analysis were:

English Language Learners:

We can identify enrollment for English Language Learners consistently below 10% of the total enrollment each year. Enrollment for this group has stayed relatively stable over the past three academic school years. Although a somewhat low percentage of the student population are English Language Learners (7.1% in the 2018-2019 school year), both White and Hispanic or Latino populations compose the majority of the school enrollment with 34.07 and 24.5 respectively, the trends I found in the subsequent data points, I am noticing an equity gap when compared to other subgroups.

Chronic Absenteeism for English Language Learners and has remained above 10% for the exception of the 2017-2018 school year. Students not attending school can have a significant loss of progress and could be adding to the equity gap for English Learner progress. Additionally, this group was within the highest percentages of chronic absenteeism in comparison to other larger groups of students. For example, the subgroup of students in the Socioeconomically Disadvantaged group has a higher enrollment at my site, yet when compared with the students in the ELL subgroup, Socioeconomically Disadvantaged subgroup had less chronic absenteeism than the ELL subgroup. Thus, further confirming my selection in analyzing data for English Learner progress.

We analyzed CAASP ELA and Math Standard Met percentages for 2018-2019 school year for 6th through 8th grade, and these data points sustain my findings of an equity gap due to a pattern of low percentage of students meeting grade level standards. Consistently, students in the English Language Learners subgroup do not meet the grade level standards. Less than 3% of this student population met the Math Grade Level Standards and in English Language Arts there was a sharp decrease in students meeting grade level standards. This disparity led me to review other indicators with the goal of examining other possible gaps within this state indicator.

We analyzed CAASP ELA and Math Standard Met for 6th through 8th grade English Language Learners, these data points sustain my findings of an equity gap due to a pattern of low percentage of students meeting grade level standards. Consistently, students in the English Language Learners subgroup do not meet the grade level standards. Less than 3% of this student population met the Math Grade Level Standards and in English Language Arts there was a sharp decrease in students meeting grade level standards. This disparity led me to review other indicators with the goal of examining other possible gaps within this state indicator.

I noticed a pattern of increase in suspension rates for English Language Learners. The increase is significant in the three year comparison with an increase from 0% in the 2016-2017 school year to 12.1% in the 2018-2019 school year. One additional data reviewed was table 6, where I analyzed the ELPAC Summative overall performance. Although there was a discrepancy in the most recent school year by having less than half of students tested than the previous two year, there was still a trend of less students scoring at the Proficiency Levels 4 and 3 on the ELPAC summative assessment.

E/LA: From analyzing CASSP scores, three year trends show the following:

Reading:

There was a huge decrease in the percentage amount of students who scored above standard from 17-18 to 18-19 and a huge increase in students who scored below standard from 17-18 to 18-19. Overall, students decreased in the reading claim. 7th grade had the least decrease; 6th grade had the most.

Our 18-19 8th grade cohort had a huge increase in reading during 7th grade, then dropped in 8th. This is important to see what the difference is in teaching reading. Our 19-20 8th grade students having been stagnant from 6 to 7th grade, with less than a percentage point of movement in each domain.

An analysis of MAPS Fall data (2019 in comparison to 2020) shows students in grades 7 and 8 surpassed the grade-

level norms projected growth, while 6th grade did not. Issues included the way in which the test was given, however, we also worked on specific ELA and Math goals that showed to lead to improvements in 7th and 8th grade results.

There needs to be a clear understanding of what standards are being taught, when and how to assess them, and a common understanding of how assessments are being analyzed to ensure teachers know what is being mastered and what standards need more instruction.

Writing:

- Writing is a major focus for instruction in the 2019-2020 school year. Writing has had a consistent and steady decline of above proficient students over the course of the last three years. In the writing standard, more students moved from Above Proficient, and Below Proficient to At or Near Standard.

There was a decrease in students scoring above standard in 6th and 7th grade, but an increase in 8th. There was a decrease in the mount of students who scored below standard from 17-18 to 18-19. This shows more students moved in the at or near standard realm. This means more students are moving out of 1's, but at the same time, more students are moving out of 4's.

Our 18-19 8th grade cohort had a huge increase in writing during 7th grade, then once again a huge drop in 8th. This is important to see what the difference is in teaching writing. Our 19-20 8th grade students had an 8% increase in Above Standard, a 10% gain in at or near (probably near from the percentage drop in below), and a 17% decrease in below standard. Compared to 6t grades, this cohort experienced huge gains in writing during their 7th grade year.

We had to complete a deep analysis of how writing standards differed from 6th-8th, what writing strategies were successful in the 7th grade, and how could we implement that school wide. There also needed to be more time that teachers could work together to develop a comprehensive writing plan and clear alignment from 6th to 8th to ensure student success in high school.

Listening:

There was a 3% increase in 6th grade above standard and an 8% increase in below standard from 16-17 to 18-19, but in looking at our 18-19 grade cohort, there was a 9% increase in students who were below grade level. There was a 5% decrease in the current 8th grade cohort.

Research/Inquiry:

There was a 24% increase in below standard from 7th grade to 8th grade for our 18-19 8th grade cohort. There was increase in the current 8th grade cohort in the above standard domain, but scores also increased in the below standard as well.

Recommendations:

Now that we have identified specific standards that are being taught throughout the year, we now have to transition into completing our design thinking units, so students can learn these skills/standards, while still learning the LUSD profile characteristics that will allow our students to practice these skills and standards in other classes and outside of school as well. Experiences need to be more equitable in nature and relatable to our students so there can be more buy in and enjoyment.

We need to take a closer look at the research/inquiry skills and add those standards to the cross-curricular work we are doing, so all of the subjects can focus on the research/inquiry skills at the same time.

Math:

MAPS data from Fall 2019 and Fall 2020 shows a slight increase in Math scores, grades 6-8, but not as much as the grade-level norms projected growth.

We are seeing the same three year trend in Math that we saw in English. More students who are SM (Standard Met) are improving to SE (Standard Exceeded). However, a percentage of students who are in the Nearly Met category are moving to Not Met. We can conclude that we are doing a great job at improving students who are already proficient, but we are struggling with improving the scores of students who are nearly proficient, thus creating a gap right in the middle of our population. This is where we have to focus because these students are entering high school, and their success-

especially in their first two years- is crucial in them ultimately graduating and earning their diploma. Although there was a huge increase in Above Standard (+9 from 15/16 to 17/18), there was a huge decrease in the percentages of Standard Met from that same time frame (-8%) and in Standard Below (+10 %).

Concepts and Procedures: There was an increase Above Standard from 6th to 8th grade in this particular strand (+4%) and an increase from 6th to 7th grade (+4). Also there was a decrease in the Below Standard category, with 6th to 8th grade decreasing by 4% and 6th to 7th grade decreasing 5%.

Problem Solving and Modeling/ Data Analysis: There was an increase from Above Standard from 6th to 8th grade in this particular strand (+5%) and an increase from 6th to 7th grade (+4). Also there was a decrease in the Below Standard category, with 6th to 8th grade decreasing by 4% and 6th to 7th grade decreasing 8%.

Communicating Reasoning: There was an increase from Above Standard from 6th to 8th grade in this particular strand (+5%) and no decrease or increase from 6th to 7th grade. Also there was no increase or decrease in the Below Standard category and 6th to 7th grade decreasing by 9%.

This year our Math team is spending time understanding what skills in each of these strands look like, not only in Math, but in other subject areas. The cross-curricular work we are focusing on is not just for ELA; it is for Math and Science skills as well. The more students can practice these skills outside of their particular courses, the more they will understand how to transfer those skills in and out of school.

- We continue to work towards preparing our students for the level of rigor on the SBAC assessment. Teachers collaborate on this process, and more collaboration is needed.
- The goal of each meeting is to improve student achievement by focusing on the following 4 areas: 1) What do we want our students to know and be able to do? 2) How will we know when they've achieved this desired outcome? 3) How do we progress the learning for those students who've mastered the skill? 4) How do we provide interventions and supports for those students who hadn't yet mastered the skill? Continual evaluations of our PLC's indicate teachers progressing in their collaboration, thus leading to greater student achievement.

In an effort to increase connection to career and college opportunities in Middle School, we wanted to get feedback from our community to understand what is needed most on our campus. Student, Parent and Teacher surveys showed more students wanted access to STEAM and Engineering opportunities, but could not afford those opportunities outside of school. Our survey showed an increase in student involvement in Project Lead the Way (PLTW) and Robotics electives, which means we had to dedicate a amount of resources to ensure teachers are trained and we could increase classes in our master schedule. Our Low SES and at-risk students especially had an overwhelming interest in PLTW Medical Detective and App Creator electives and identified these hands-on project-based electives as a specific reason for trying harder and excelling at school.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Each month, teachers meet a minimum of four times: Week #1: Staff Meeting Week #2: Subject Level Meeting Week #3: Grade level Meeting Week 4: WIG Meeting (Teachers meet as a staff for 30 minutes, giving examples of how they worked on the particular school wide goal for the month. The goal is for every staff member to share by the end of the year.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers on campus are fully credentialed. There are two teachers on campus who are currently working on their BTSA requirements. All new Science teachers were NGSS trained, either during the summer, or as a part of professional development during this school year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers not only use PLC time to complete this area, but subject level teams also get pull-out days (half or full, depending on what they need) to discuss assessment and curriculum data, assess student performance, and align the cross-curricular work with the standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

We have our 21st Century Coaches, Math Transformation coach, Math Coach, Grace Dearborn training

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Subject Level meetings allow teachers to discuss articulation between 6-8 grades. We are currently working to set up an articulation meeting with El Capitan's ELA department, to ensure backwards planning is being done grades 6-12.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Science classes are aligned to teaching NGSS standards. Math classes are currently using CPM grades 6-8. English classes are currently working with EL curriculum and teacher-written curriculum grades 6-8.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All classes are 47 minutes long, 4 days a week. Classes are 27 minutes long on Wednesdays. English and Math tutoring sessions are available 2-3 times a week.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

We have a master schedule that allows for core academic instruction, as well as acceleration and intervention opportunities. Our master schedule also allows for social/emotional intervention opportunities as well.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

100% of materials are available per Williams Act requirements.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

TdS offers intervention classes for ELA and Math classes throughout the day.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

We currently have a Student Support Service Coordinator who primarily works with at-risk students and students who are struggling with academics.

Evidence-based educational practices to raise student achievement

Students with Disabilities are mainstreamed in the least-restrictive environment. Formative and summative assessments are given to ensure data leads instruction.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

TdS offers a half-time Student Support Coordinator to work directly with struggling and at-risk students, we offer family and principal time to discuss student, family, and community needs and issues.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our SSC look to see how effectively we spent our Title I funds this year, and every school year.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Catagorical funds provide After school tutoring and a Student Support Service Coordinator to help with at-risk students.

Fiscal support (EPC)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Tierra del Sol Middle School works with our school site council to develop and approve or School Site Plan. We regularly meet to update, edit, and improve the plan throughout the year. Or SSC meets bi-monthly during the year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There was a shortage of academic intervention opportunities during the school day, that matches the same amount of behavior interventions that were offered via electives. Due to the shortage, the master schedule was reconfigured and more academic intervention elective opportunities were offered, including an ELA and Math intervention class.

We also saw the need for more counseling and intervention support for struggling and at-risk (under 2.0 GPA) students on campus. We now have a Student Support Coordinator on campus to work with those students and their parents. However, now we have Distance Learning students who we need to ensure are attending school. This year, a huge percentage of our at-risk students are wither Distance Learning students, or students who are desperately struggling with completing asynchronous assignments. We need outreach and intervention systems implemented to ensure students are not getting lost during this time. We are also seeing an increased need for social emotional support. Our school has done a phenomenal job implementing CREW, however, many of our students need more intense training. We have one mental health provider who comes once twice a week, but his caseload quickly became full and there is now a waitlist. Building in projects

that allow students to learn in their capacities may help create a sense of creativity and fun for students who are vary far from the normalacy they need and are craving for.

Parent support is provided in terms of increasing parental assistance on campus, helping parents check Jupiter Grades, in order to better communicate with teachers, and providing parents and students with strategies to use at home in order to increase academic achievement. Students get one-on-one tutoring when needed, and get individualized attention and support in terms of decreasing the amount of missing assignments they have. Parent support has not included any school visits or in-person volunteer opportunities due to COVID.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 1.53% | 2.2% | 1.19% | 11 | 17 | 9 |
| African American | 2.64% | 2.33% | 2.65% | 19 | 18 | 20 |
| Asian | 1.39% | 1.55% | 1.86% | 10 | 12 | 14 |
| Filipino | 0.28% | 0.65% | 0.8% | 2 | 5 | 6 |
| Hispanic/Latino | 31.85% | 32.43% | 33.42% | 229 | 251 | 252 |
| Pacific Islander | 0.70% | 0.9% | 0.93% | 5 | 7 | 7 |
| White | 56.88% | 55.94% | 54.77% | 409 | 433 | 413 |
| Multiple/No Response | % | % | 4.38% | | | 0 |
| Total Enrollment | | | | 719 | 774 | 754 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Grade 6 | 285 | 285 | 235 |
| Grade 7 | 234 | 263 | 273 |
| Grade 8 | 200 | 226 | 246 |
| Total Enrollment | 719 | 774 | 754 |

Conclusions based on this data:

1. We continue to grow! Though our enrollment decreased by 20 from 2018 to 2019, we continue to see change in our demographics, which shows a shift in the neighborhood. This should lead to a closer analysis of our curricula, as well as an analysis of our programs to ensure all students feel connected to school.
2. There is a clear decrease in our enrollment, which is across the district, and there continues to be a decrease in enrollment, beginning with the 2020-2021 school year. Students are moving out of state and parents are choosing private and charter school options due to our current hybrid and DL schedule. We continue to work with stakeholders to implement a plan that will increase enrollment during this time.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | 54 | 55 | 46 | 7.5% | 7.1% | 6.1% |
| Fluent English Proficient (FEP) | 57 | 47 | 50 | 7.9% | 6.1% | 6.6% |
| Reclassified Fluent English Proficient (RFEP) | 2 | 2 | 5 | 3.9% | 3.7% | 9.1% |

Conclusions based on this data:

1. There was an increase in students who redesignated during the 2019-2020 school year. This could be because of improvement on the 2018 CAASSP, as well as an effort to increase EL overall grades in ELA and Math.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 231 | 266 | 271 | 222 | 260 | 265 | 222 | 260 | 265 | 96.1 | 97.7 | 97.8 |
| Grade 7 | 200 | 221 | 257 | 186 | 210 | 242 | 186 | 210 | 242 | 93 | 95 | 94.2 |
| Grade 8 | 237 | 188 | 217 | 231 | 172 | 208 | 231 | 172 | 208 | 97.5 | 91.5 | 95.9 |
| All | 668 | 675 | 745 | 639 | 642 | 715 | 639 | 642 | 715 | 95.7 | 95.1 | 96 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2521. | 2511. | 2508. | 11.26 | 12.31 | 14.34 | 36.04 | 30.38 | 27.92 | 31.08 | 27.31 | 27.17 | 21.62 | 30.00 | 30.57 |
| Grade 7 | 2545. | 2558. | 2548. | 16.13 | 14.76 | 15.70 | 33.33 | 39.05 | 31.40 | 27.96 | 28.57 | 28.51 | 22.58 | 17.62 | 24.38 |
| Grade 8 | 2565. | 2559. | 2547. | 14.72 | 18.02 | 13.46 | 34.63 | 31.40 | 31.73 | 29.44 | 22.09 | 21.15 | 21.21 | 28.49 | 33.65 |
| All Grades | N/A | N/A | N/A | 13.93 | 14.64 | 14.55 | 34.74 | 33.49 | 30.21 | 29.58 | 26.32 | 25.87 | 21.75 | 25.55 | 29.37 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 18.92 | 23.85 | 21.13 | 50.45 | 45.77 | 43.40 | 30.63 | 30.38 | 35.47 |
| Grade 7 | 20.97 | 28.10 | 23.55 | 46.24 | 47.14 | 46.69 | 32.80 | 24.76 | 29.75 |
| Grade 8 | 24.68 | 30.23 | 22.60 | 43.72 | 37.21 | 40.87 | 31.60 | 32.56 | 36.54 |
| All Grades | 21.60 | 26.95 | 22.38 | 46.79 | 43.93 | 43.78 | 31.61 | 29.13 | 33.85 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 14.86 | 15.38 | 11.32 | 59.91 | 47.69 | 56.98 | 25.23 | 36.92 | 31.70 |
| Grade 7 | 24.19 | 27.14 | 23.14 | 58.60 | 51.90 | 57.02 | 17.20 | 20.95 | 19.83 |
| Grade 8 | 23.81 | 22.09 | 23.56 | 49.78 | 44.77 | 47.60 | 26.41 | 33.14 | 28.85 |
| All Grades | 20.81 | 21.03 | 18.88 | 55.87 | 48.29 | 54.27 | 23.32 | 30.69 | 26.85 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 14.86 | 13.85 | 16.98 | 70.27 | 62.69 | 60.00 | 14.86 | 23.46 | 23.02 |
| Grade 7 | 12.37 | 12.38 | 16.12 | 67.20 | 70.48 | 65.70 | 20.43 | 17.14 | 18.18 |
| Grade 8 | 19.05 | 21.51 | 15.38 | 63.64 | 59.88 | 58.65 | 17.32 | 18.60 | 25.96 |
| All Grades | 15.65 | 15.42 | 16.22 | 66.98 | 64.49 | 61.54 | 17.37 | 20.09 | 22.24 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 22.52 | 23.85 | 23.02 | 58.56 | 51.54 | 49.81 | 18.92 | 24.62 | 27.17 |
| Grade 7 | 29.57 | 29.05 | 26.03 | 45.70 | 57.14 | 47.52 | 24.73 | 13.81 | 26.45 |
| Grade 8 | 32.03 | 31.98 | 21.63 | 48.48 | 40.70 | 40.87 | 19.48 | 27.33 | 37.50 |
| All Grades | 28.01 | 27.73 | 23.64 | 51.17 | 50.47 | 46.43 | 20.81 | 21.81 | 29.93 |

Conclusions based on this data:

1. Now that standards alignment is in place, we need to focus our time creating curriculum, projects, and assessments that are meaningful to students.
2. Students need different opportunities to show their mastery in specific skills and standards.
3. We need to take a closer look at the research/inquiry skills and add those standards to the cross-curricular work we are doing, so all of the subjects can focus on the research/inquiry skills at the same time.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 231 | 266 | 271 | 222 | 260 | 263 | 222 | 260 | 263 | 96.1 | 97.7 | 97 |
| Grade 7 | 200 | 221 | 257 | 186 | 210 | 243 | 186 | 210 | 243 | 93 | 95 | 94.6 |
| Grade 8 | 237 | 188 | 217 | 231 | 172 | 207 | 231 | 172 | 207 | 97.5 | 91.5 | 95.4 |
| All | 668 | 675 | 745 | 639 | 642 | 713 | 639 | 642 | 713 | 95.7 | 95.1 | 95.7 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2493. | 2503. | 2490. | 9.91 | 14.23 | 11.79 | 17.12 | 18.08 | 17.49 | 39.64 | 30.77 | 28.14 | 33.33 | 36.92 | 42.59 |
| Grade 7 | 2511. | 2515. | 2521. | 9.14 | 11.90 | 17.70 | 17.20 | 17.14 | 14.40 | 39.25 | 37.14 | 32.10 | 34.41 | 33.81 | 35.80 |
| Grade 8 | 2523. | 2522. | 2516. | 10.39 | 18.02 | 10.14 | 15.15 | 13.37 | 14.49 | 31.60 | 22.67 | 29.95 | 42.86 | 45.93 | 45.41 |
| All Grades | N/A | N/A | N/A | 9.86 | 14.49 | 13.32 | 16.43 | 16.51 | 15.57 | 36.62 | 30.69 | 30.01 | 37.09 | 38.32 | 41.09 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 13.51 | 20.77 | 14.45 | 36.94 | 28.46 | 34.60 | 49.55 | 50.77 | 50.95 |
| Grade 7 | 13.98 | 17.14 | 21.40 | 41.40 | 38.10 | 30.86 | 44.62 | 44.76 | 47.74 |
| Grade 8 | 12.55 | 16.28 | 11.59 | 38.53 | 35.47 | 37.68 | 48.92 | 48.26 | 50.72 |
| All Grades | 13.30 | 18.38 | 15.99 | 38.81 | 33.49 | 34.22 | 47.89 | 48.13 | 49.79 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 7.21 | 14.23 | 15.59 | 47.75 | 41.54 | 44.11 | 45.05 | 44.23 | 40.30 |
| Grade 7 | 11.29 | 11.43 | 18.11 | 54.84 | 51.43 | 47.74 | 33.87 | 37.14 | 34.16 |
| Grade 8 | 15.15 | 19.19 | 15.46 | 41.56 | 41.86 | 44.93 | 43.29 | 38.95 | 39.61 |
| All Grades | 11.27 | 14.64 | 16.41 | 47.57 | 44.86 | 45.58 | 41.16 | 40.50 | 38.01 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 14.41 | 15.77 | 14.07 | 47.30 | 41.92 | 44.11 | 38.29 | 42.31 | 41.83 |
| Grade 7 | 14.52 | 14.29 | 20.16 | 54.30 | 56.67 | 48.56 | 31.18 | 29.05 | 31.28 |
| Grade 8 | 10.82 | 19.77 | 12.56 | 51.52 | 43.60 | 50.24 | 37.66 | 36.63 | 37.20 |
| All Grades | 13.15 | 16.36 | 15.71 | 50.86 | 47.20 | 47.41 | 35.99 | 36.45 | 36.89 |

Conclusions based on this data:

1. Math teachers need to better understand the eight SMP's, in order to transform and impact student understanding and learning in Math.
2. Almost 50% of students are below standard in the "Concepts and Procedures" claim. Teachers need to know what parts of CPM align with the Concepts and Procedures claims (and the standards that are under those claims) and decide how they will pay extra attention to those standards on a monthly, weekly, and daily basis.
3. Students are doing better at "Communicating Reasoning" than the other two claims. I believe this has a lot to do with the work we have done with teaching number talks in classes.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|-------|---------------|-------|------------------|-------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| Grade 6 | 1546.9 | | 1569.5 | | 1523.9 | | 17 | |
| Grade 7 | 1510.6 | | 1508.6 | | 1512.1 | | 14 | |
| Grade 8 | 1556.2 | | 1564.9 | | 1547.1 | | 22 | |
| All Grades | | | | | | | 53 | |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| 6 | 41.18 | | 23.53 | | 29.41 | | 5.88 | | 17 | |
| 7 | 14.29 | | 50.00 | | 14.29 | | 21.43 | | 14 | |
| 8 | 27.27 | | 27.27 | | 36.36 | | 9.09 | | 22 | |
| All Grades | 28.30 | | 32.08 | | 28.30 | | 11.32 | | 53 | |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| 6 | 58.82 | | 17.65 | | 17.65 | | 5.88 | | 17 | |
| 7 | 50.00 | | 21.43 | | 7.14 | | 21.43 | | 14 | |
| 8 | 45.45 | | 36.36 | | 9.09 | | 9.09 | | 22 | |
| All Grades | 50.94 | | 26.42 | | 11.32 | | 11.32 | | 53 | |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | |
| 6 | 35.29 | | 52.94 | | 11.76 | | 17 | | |
| 7 | 21.43 | | 50.00 | | 28.57 | | 14 | | |
| 8 | 13.64 | | 63.64 | | 22.73 | | 22 | | |
| All Grades | 22.64 | | 56.60 | | 20.75 | | 53 | | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| 6 | 70.59 | | 17.65 | | 11.76 | | 17 | |
| 7 | 64.29 | | 21.43 | | 14.29 | | 14 | |
| 8 | 68.18 | | 22.73 | | 9.09 | | 22 | |
| All Grades | 67.92 | | 20.75 | | 11.32 | | 53 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| 6 | 0.00 | | 47.06 | | 52.94 | | 17 | |
| 7 | 7.14 | | 42.86 | | 50.00 | | 14 | |
| 8 | 13.64 | | 50.00 | | 36.36 | | 22 | |
| All Grades | 7.55 | | 47.17 | | 45.28 | | 53 | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| 6 | 23.53 | | 64.71 | | 11.76 | | 17 | |
| 7 | 7.14 | | 71.43 | | 21.43 | | 14 | |
| 8 | 0.00 | | 95.45 | | 4.55 | | 22 | |
| All Grades | 9.43 | | 79.25 | | 11.32 | | 53 | |

Conclusions based on this data:

1. A majority of our students continue to be in the "Somewhat/Moderately" section in the Writing Domain. Students are improving each grade level, but not enough to move into the "Well Developed" section. Students are with making small incremental growth, or students who are "Well Developed in 6th grade drop to "Moderately Well" in their 7th and 8th grade years.
2. EL students are struggling in the Reading Domain. More targeted reading, writing, and listening strategies need to be implemented in all of our classrooms.
3. EL students are mastering oral language much faster than the other domains. Students have much more time to practice oral language. We need to make the other domains more accessible in every day life as well.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 774 | 46.0 | 7.1 | 0.5 |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 55 | 7.1 |
| Foster Youth | 4 | 0.5 |
| Socioeconomically Disadvantaged | 356 | 46.0 |
| Students with Disabilities | 140 | 18.1 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 18 | 2.3 |
| American Indian | 17 | 2.2 |
| Asian | 12 | 1.6 |
| Filipino | 5 | 0.6 |
| Hispanic | 251 | 32.4 |
| Two or More Races | 31 | 4.0 |
| Pacific Islander | 7 | 0.9 |
| White | 433 | 55.9 |





Conclusions based on this data:

1. Our SPED student group is growing rapidly. We need schoolwide training to support teachers in using evidence-based practices in the general education classroom and in RSP and SDC classes.
2. Our demographics are changing. In the last two years, we have received more than 50 more Hispanic students on campus, we have more Pacific Islander students from three years ago, and more Native American students. However, there has been no conversation about what we are doing to make sure our Hispanic students feel validated, cared for, and/or at home on our campus. We have not taken a good look at our curriculum to make sure it shows the diversity that we have on campus, even if it is just a few students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| English Language Arts  Orange | Chronic Absenteeism  Yellow | Suspension Rate  Orange |
| Mathematics  Orange | | |

Conclusions based on this data:

1. The suspension rate needs to be addressed with immediate need. An analysis of suspension data for 18-19 shows a huge increase in drug-related offenses from 17-18, which makes me feel like we could be looking at red again next year. We have to have some type of proactive comprehensive plan implemented as soon as possible to address this epidemic.
2. We need an overall transformation of our SPED department. We began last year with our Co-teaching workshop, and this year we have committed to co-teaching in at least one ELA class, and 2020-2021, we will add a Math class. We also need to ensure ALL students on campus will get access to grade level material.
3. Although we are yellow in chronic Absenteeism, every subgroup's percentages has declined from the previous year. This is due to the tremendous effort and work from Officer Ramirez. Still, students with disabilities has the highest percentage of chronic absenteeism, with 15.9%. We are working with Officer Ramirez to analyze the data and figure out the reason for the attendance issues. Even though we do not have enough of a population to have them count towards our overall performance, we also need to look more closely at African-American and American Indian students, who were the only two groups whose absent rates increased over the academic year.

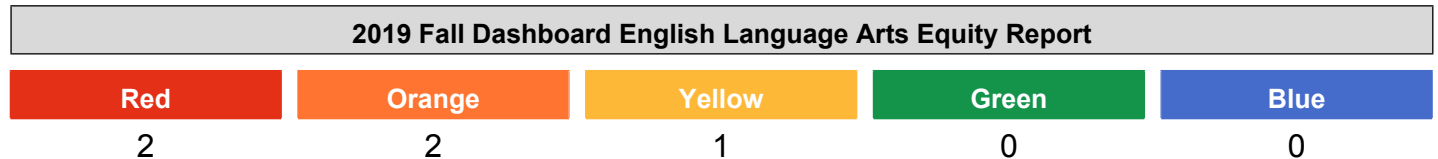
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | | | | |
|---|--|---|--|---|--|
| All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  Orange 12.6 points below standard Declined -8.5 points 697 |  Red 79.3 points below standard Declined Significantly -22.3 points 64 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  Orange 43.7 points below standard Declined -13.8 points 318 |  Red 89.5 points below standard Declined -13.4 points 126 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| | | | |
|--|---|--|---|
| African American  No Performance Color 18 points below standard Increased ++7.6 points 16 | American Indian  No Performance Color 98 points below standard 14 | Asian  No Performance Color 51.7 points above standard 12 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |
| Hispanic  Orange 37.3 points below standard Declined -6.4 points 223 | Two or More Races  No Performance Color 0.6 points below standard Declined Significantly -19.5 points 28 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 | White  Yellow 0.6 points above standard Declined -8 points 394 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| | | |
|--|---|---|
| Current English Learner 108 points below standard Declined Significantly -16.6 points 39 | Reclassified English Learners 34.5 points below standard Declined Significantly -33.7 points 25 | English Only 7 points below standard Declined -8.5 points 614 |
|--|---|---|

Conclusions based on this data:

1. Our Students w/disability group is in the red, and has declined by 13.7 points this year.
2. Our English Learner groups have declined with current English Learners, reclassified English Learners, and English only Learners.
3. Our Hispanic students are in the orange, and have declined by 7.2 points.

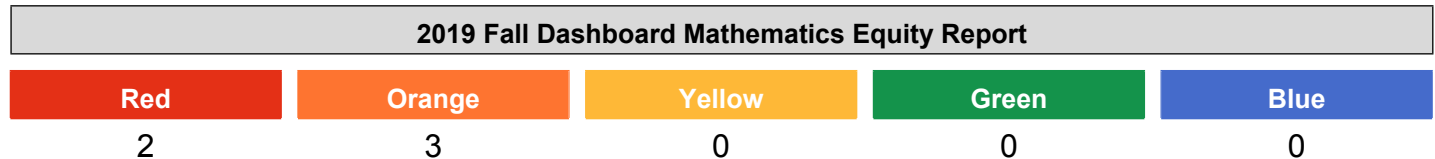
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|--|--|
| All Students  Orange 55.4 points below standard Declined -5.1 points 696 | English Learners  Red 119.6 points below standard Declined -3.5 points 64 | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | Socioeconomically Disadvantaged  Orange 88.4 points below standard Declined -8 points 317 | Students with Disabilities  Red 137.8 points below standard Declined -4.7 points 125 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|---|--|
|  No Performance Color 94.2 points below standard Declined Significantly -16.6 points 16 |  No Performance Color 130.1 points below standard 14 |  No Performance Color 26.7 points above standard 12 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 86.7 points below standard Declined -6.8 points 223 |  No Performance Color 26.5 points below standard Declined -5.9 points 28 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  Orange 39.6 points below standard Maintained -2.4 points 393 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|---|
| 152.3 points below standard Maintained ++0.4 points 39 | 68.6 points below standard Declined -12 points 25 | 49.4 points below standard Declined -6.7 points 613 |

Conclusions based on this data:

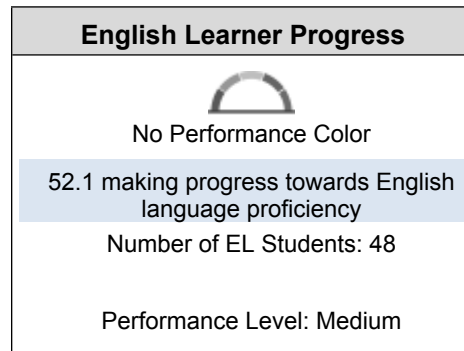
1. We had an increase in every field except students with disabilities. Once again I believe it is due to the lack of grade level standards being addressed in RSP and SDC classes. Teachers need help filling in the gaps and understanding they can not just teach in remediation mode. With that type of model, students will not get access to grade level standards and the gap will continue growing. Our teachers need training and RSP and SDC teachers should be either pulled in to Math Transformation or they should have a separate district-level initiative with Math Transformation and Special Ed teachers.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 20.8 | 27.0 | 18.7 | 33.3 |

Conclusions based on this data:

- 16 students progressed at least one ELPI level, while 10 students decreased one ELPI level.
- 9 students maintained ELPI level 4.
- 13 students maintained ELPI levels 1, 2L, 2H, 3L, or 3H.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---------------|---------------|--------------|-------------|
| Red | Orange | Yellow | Green | Blue |
| 0 | 2 | 2 | 2 | 0 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| All Students  Yellow 9.2 Maintained -0.1 801 | English Learners  Orange 17.5 Increased +10.3 57 | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |
| Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | Socioeconomically Disadvantaged  Yellow 11.8 Declined -0.8 380 | Students with Disabilities  Yellow 14.1 Declined -1.8 149 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| | | | |
|--|---|--|---|
| African American  No Performance Color 9.5 Declined -3.5 21 | American Indian  No Performance Color 33.3 Maintained 0 18 | Asian  No Performance Color 7.7 13 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |
| Hispanic  Green 8.9 Declined -0.9 257 | Two or More Races  Orange 15.6 Increased +9.7 32 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 | White  Green 7.8 Declined -0.6 448 |

Conclusions based on this data:

1. The work of Officer Ramirez and outreach continues to be imperative to our decreasing the chronic absenteeism rates. Now that she is retired, I need to set funds aside to ensure we have someone who will be dedicated to working with these issues, especially now that DL is also an issue.
2. Increased Saturday School and attendance recovery days offered throughout the year and around the grading period are needed, but with COVID, these are no longer an option. We need to find other opportunities for students to be more involved in school and have more of a connection with school so they can want to attend.
3. Native Americans, EL students, and students of two or more races have the highest percentages. Programs like CREW connect students to school. Hopefully CREW plus the combination of rich, interesting curriculum will give our students buy-in and connection to want to come to school.

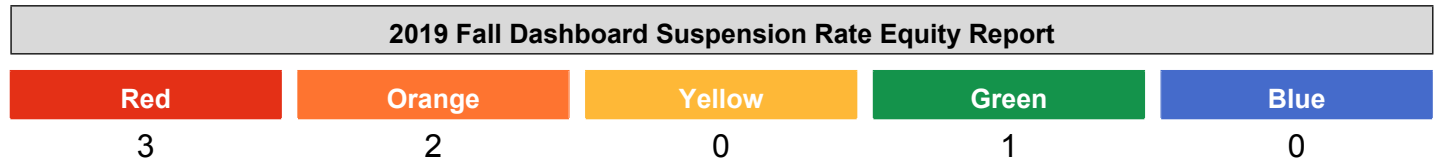
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| All Students  Orange 9.1 Maintained -0.2 812 | English Learners  Orange 10.3 Increased +1.4 58 | Foster Youth  No Performance Color Less than 11 Students - Data Not 5 |
| Homeless  No Performance Color Less than 11 Students - Data Not 2 | Socioeconomically Disadvantaged  Red 12.2 Increased +0.3 385 | Students with Disabilities  Red 16 Increased +1.9 150 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| | | | |
|---|--|--|---|
| African American  No Performance Color 23.8 Increased +15.5 21 | American Indian  No Performance Color 27.8 Increased +20.1 18 | Asian  No Performance Color 15.4 13 | Filipino  No Performance Color Less than 11 Students - Data 5 |
| Hispanic  Orange 9.6 Increased +1.2 260 | Two or More Races  Red 12.5 Increased +6.9 32 | Pacific Islander  No Performance Color Less than 11 Students - Data 7 | White  Green 7 Declined Significantly -3.5 456 |

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 9.4 | 9.1 |

Conclusions based on this data:

1. Increase in drugs and alcohol on campus and in community are resulting in increased suspension rates.
2. We are continuously working with our PBIS team to analyze suspension data and build/teach lessons on targeted behavior.
3. After analyzing suspension data, creating a progressive discipline plan may work in significantly decreasing the suspension rate this year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement

Goal 1

Meaningful Assessments that Drive Meaningful Instruction:

- Every student will have at least four data points in Math and English for teachers to analyze by April 1, 2021.
- By the end of each trimester, all teachers will analyze data and discuss at least three specific strategies per trimester to implement to improve instruction in their classes.
- Provide opportunities for teachers to analyze data and ensure their analysis impacts their instruction.

Identified Need

We need to have multiple measures of assessments to ensure we know where students are, how much we want/need them to grow throughout the year, and determine how we are going to ensure our students have academic growth throughout the school year.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|-------------------------|---|
| CAASSP Results MAP Results Chapter Assessments Formative Assessments | | Teachers in ELA will use (Achieve, Scholastic Scope, Listenwise, ect..) to target power standards that need to be retaught through direct instruction at least 3 times per month. Math teachers will have at least three multiple measures in Math to identify growth and intervention. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

By October 1, 2020, all students will have a level set reading score and be using Achieve3000 twice a week, once in History and once in Science classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Title I
0001-0999: Unrestricted: Locally Defined
Achieve 3000 program- school wide for 800 students

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

By December 2020, all students in 7th and 8th grade will be using Listenwise at least once a week to increase student achievement in the SBAC Listening/Speaking strand.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

4,000

LCFF Base
0001-0999: Unrestricted: Locally Defined
Purchase of Listenwise for school

500

LCFF Base
0001-0999: Unrestricted: Locally Defined
use of subs so teachers can observe Listenwise expert teachers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specifically EL students

Strategy/Activity

By December 2020, all EL, ELA, and Science teachers will use Scholastic Scope to supplement ELD reading strategies in classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

188.10

Title I
0001-0999: Unrestricted: Locally Defined

| | |
|---------|--|
| | Purchase Scholastic Action |
| 1000 | Title I 0001-0999: Unrestricted: Locally Defined Use of sub for ELD teacher to work with SPED and Gen Ed teachers to implement parts of curriculum for struggling students |
| 2049.41 | LCFF Base Purchase Scope subscriptions of ELA and ScienceWorld |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

By March 2021, all ELA, Math, and Immersion teachers with work with EL teacher to discuss best practices and curriculum to facilitate writing standards and discussion protocols.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|--|
| 1700 | LCFF Base 0001-0999: Unrestricted: Locally Defined ELA, Math, and Immersion teachers with EL curriculum in classes to facilitate writing standards and discussion protocols. |
|------|--|

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Conduct monthly subject and grade-level pullouts to create cross-curricular units, common lessons, formative and summative assessments (outside of PLC time)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|--|--|
| | Title I 0001-0999: Unrestricted: Locally Defined use of subs for pull-out days |
|--|--|

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At- risk students, students needing extra support

Strategy/Activity

By November 2020, there will be an increase in after-school intervention opportunities for each subject area to support strategic reading and writing strategies around analysis and explanation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10,000

Title I
0001-0999: Unrestricted: Locally Defined
After-school tutoring

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement 21st Century coaches to work with grade-level teams and individual teachers to focus on increasing rigorous text types to students at each grade level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2,000

Title I
0001-0999: Unrestricted: Locally Defined
use of subs when numerous teachers or a
department is working with coaches

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math teachers will work with Math transformations to analyze data from formative chapter assessments and performance tasks throughout the trimester.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|---|
| 3000 | LCFF Base 0001-0999: Unrestricted: Locally Defined Math Transformations |
|------|---|

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SPED students

Strategy/Activity

Each month, RSP teachers will meet with their grade-level ELA and Math counterpart to disaggregate and discuss assessment data (MAPS (pre/post), Achieve) to discuss student progress in specified ELA and Math standards to support access to grade- level content.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|--|
| 2000 | Use of subs for pull-out/ collaboration time |
|------|--|

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SPED students

Strategy/Activity

Each RSP teacher will implement one specific strategy per month, as agreed upon by the RSP and ELA co-teacher, to demonstrate improvement, as measured by an agreed-upon formative assessment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math teachers will create at least one Go-Formative common assessment for each trimester.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1500

Title I
0001-0999: Unrestricted: Locally Defined
Go-Formative Assessment Planning

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math teachers will create at least one quiz for each chapter to get a better understanding of where students are throughout the chapter.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

600

Subs for Planning Day

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who need more intervention or acceleration opportunities

Strategy/Activity

Math teachers will take an extensive look at multiple measures of students grade 6-8 to determine who needs more targeted intervention and accelerated opportunities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

600

0001-0999: Unrestricted: Locally Defined
Subs for Pull-out Day

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This year we collaborated schoolwide to ensure we have an academic baseline and a goal for each student in English and Math. Each department created their own lead measures to achieve this goal, and we reevaluated our past and current expenditures to ensure they fit into our current plan and we continue to find the best way to utilize these programs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We added more strategic goals that were tied to our huge expenditures, like Achieve 3000 and Listenwise. We had to continue to ensure we are getting the results that are moving academic achievement forward and that these expenditures are still helping us achieve our goals. There were many more lead measures added to this goal, so it can be evident to how each subject level is contributing to this goal, versus just ELA and Math. More money was allocated and used for professional development/pull out time to ensure teachers are collaborating to evaluate data throughout the year. The SPSA will show an increase in department level pull-outs to do this meaningful work.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement

Goal 2

By May 2021, every student will communicate their understanding of at least three out six of the LUSD characteristics.

Identified Need

In working on ELA standards and our Design Thinking projects, we felt the need to explicitly teach the LUSD profile characteristics, in order for students to understand the importance of learning these lifelong skills that will stay with them far beyond middle school.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|-------------------------|--|
| Formative Writing and Speaking/Listening Assessments, Summative Assessments that assess Speaking/Listening and Writing standards | | By May 2021, teachers will collaborate to create LUSD Profile Assessments, to ensure we can assess how successful students are being at learning the LUSD Profile characteristics. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

In English classes, teachers will choose characteristics that align with the specific ELA standards they are teaching.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

LCFF Base
0001-0999: Unrestricted: Locally Defined

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student

Strategy/Activity

ELA teachers work with other subject level teachers to discuss cross-curricular plans for ELA standards, anchor standards, and LUSD Profile characteristics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Teachers and admin will work with Lakeside Chambers to solidify career internship opportunities for students that exemplify the LUSD Profile characteristics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math teachers will use discussion cards three times a week to lead meaningful discussions that surround ELA standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0000: Unrestricted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students during PE

Strategy/Activity

Each Trimester students will analyze a content related skill (which is determined by the PE Teacher), by using a provided peer assessment rubric. Each unit of study students, will report homework verbally or electronically by using academic language based on the F.I.T.T.(Frequency, Intensity, Time, & Type of exercise) Principles. Each Trimester, using academic language, students will discuss(student discourse) a content related topic as they walk the ½ mile with a pair-share partner. Students will present to the class an answer/opinion at the conclusion of their ½ mile.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will provide two/three opportunities for students to talk per day, using the Accountable Talk Tone & Encouragement Guidelines. Teachers will videotape in class then bring to science team and use a Rubric that team can grade together. Teachers will use science vocabulary and/or sentence frames in at least two conversations per day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Language Immersion Students

Strategy/Activity

Teachers will write a speaking can-do statement for language students as a rubric to self-monitor/evaluate by October 11, 2019. Teachers will establish at least 15 minutes per period for student discourse* in the target language by October 13, 2019, so students can track their personal

speaking progress. *The focus for our student discourse is Interpretative Listening and Speaking, based on the 2019 AAPPL test score.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Teachers will attend the workshop "Productive Struggle for All! (K-12) How do we ensure that K-12 students with disabilities have access to grade-level mathematics"

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1120

LCFF Base

Conference Registration

900

LCFF Base

Substitutes

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

First year working on this goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Socio-Emotional Well-being

Goal 3

LUSD Student Profile- PERSEVERE RELENTLESSLY:

- Tierra del Sol will decrease the number of students on the trimester ineligibility list by 30%, compared to each trimester by increasing learning opportunities focused around the LUSD profile of "Persevering Relentlessly".

Identified Need

TdS continues to work on implementing a comprehensive system that supports the needs of our Tier 2 and Tier 3 students who are struggling in academics and behavior.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|-------------------------|--|
| Illuminate suspension/referral data, Jupiter Grades behavior logs, positive referral forms | | We will lower the amount of students on the ineligibility list each trimester, based on the interventions we are implementing. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

identified Tier 3 students

Strategy/Activity

Implement a Social Service Coordinator to provide more strategic academic and behavioral work with Tier 3 students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|-----------|---------|
| 28,440.00 | Title I |
|-----------|---------|

0001-0999: Unrestricted: Locally Defined Salary for Social Service Coordinator position, 25 hours per week

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Counselor will disaggregate data monthly to share with staff monthly about improvements in suspensions, low-level referrals and increases in positive referrals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

An intervention teacher will be in place to help at-risk students, DL and Hybrid students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

30,000

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students struggling with attendance

Strategy/Activity

By the end of Trimester 2, TdS will decrease chronic absenteeism by 2%, when compared to last year's end of Trimester 2 absence data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

21,000.00

LCFF Supplemental
0001-0999: Unrestricted: Locally Defined
Officer Ramirez

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

low SED students, Tier 2 and Tier 3 students

Strategy/Activity

Increase student connections in school by offering more by providing more Project Lead The Way course offerings to increase interest in electives

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10,000

Title I
0001-0999: Unrestricted: Locally Defined
PLTW Class Materials

1,000

Title I
0001-0999: Unrestricted: Locally Defined
Tablets for Creative App Class

None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase student connections in school by providing After-School Tutoring in core subjects beyond ELA and Math

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

8,000

LCFF Base
0001-0999: Unrestricted: Locally Defined
Tutoring costs

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase interest in college and career readiness by having a virtual 8th grade College/Career night on campus and other signature programs that promote college and career readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

4,000

Title I

Supplies for Virtual College/Career Night

1,000

LCFF Base

0001-0999: Unrestricted: Locally Defined
College materials that promote awareness
across campus

4000

LCFF Base

0001-0999: Unrestricted: Locally Defined
Create promotional videos highlighting 8th
grade College/Career night, and other signature
programs on campus that support college and
career readiness.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

LCFF Base

Conference registration fees, substitutes

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|--|---|
| | LCFF Base 0001-0999: Unrestricted: Locally Defined |
| | LCFF Base 0001-0999: Unrestricted: Locally Defined |

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity
Provide more multilingual opportunities for Immersion and non-Immersion students by having Chinese Tutors from Confucius Institute for the academic school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|---|
| 1500 | LCFF Base 0001-0999: Unrestricted: Locally Defined Visa fees and processing fees to Confucius Institute for Interns |
|------|---|

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity
Increase student connections in school and college and career readiness by offering and implementing Femeineers Program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|------|--|
| 3000 | LCFF Base 0001-0999: Unrestricted: Locally Defined Purchase of class materials |
|------|--|

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Continue school wide CREW implementation

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000

LCFF Base
0001-0999: Unrestricted: Locally Defined
Materials for Intent Bracelets

1000

LCFF Base
0001-0999: Unrestricted: Locally Defined
Materials and supplies to support CREW
lessons

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Implement IEP articulation day to provide specific time to have case managers and other representatives discuss individual plans with general education teachers during the first week of school. This allows case managers dedicated time to discuss individual student needs with the general education teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

900

LCFF Base

Subs for IEP day, plus a roaming sub for
teachers with no prep

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

By April 2020, Provide PALS Training (Peer Assistance) to specific students who will help with peer mediation and building school climate throughout the next school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All staff members work together to work on the LUSD student profile "persevere relentlessly" in CREW lessons, classroom activities, and the principal provides weekly updates to parents about how they can help their students with this goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

One of the major differences we implemented this year was creating a Social Service Coordinator on campus to work with our Tier 2 and 3 students. We hope to build a closer relationship with parents and other stakeholders to ensure these students' needs are being met with a caring and supportive attitude. With Mrs. Ramirez' midyear retirement, we will need to look into replacing her role on campus next year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In 2018-2019 and 2019-2020, we identified the need of having more support for our Tier 3 students. However, in March 2020, COVID hit, which created an entire new population of struggling students. We are focusing on more schoolwide efforts to teach persevering relentlessly, versus working with individual teachers or specific groups on campus.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LUSD will coordinate outreach, communication, partnerships, and education for parents, staff and community members

Goal 4

Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school.

Identified Need

We always have a need to increase parental support on campus.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|-------------------------|------------------|
| Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed. | | |

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity
Offer a variety of parent evening and day events. Events will be informational, and will spotlight special talents and groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|-----|--|
| 500 | Virtual Back to School Meetings, provide prizes to promote attendance. |
|-----|--|

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

By October 1,2020, offer Jupiter Grades school wide and provide login and access information to allow parents to view grades and communicate with teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

By October 15, 2020 conduct a virtual Title I Meeting

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Refreshments

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Copy machine to facilitate parent communication, instructional support, etc

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

670

LCFF Supplemental
0000: Unrestricted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

During the 2019-2020 school year, we will offer opportunities through the district for parents to attend conferences and trainings that will help increase student achievement and engagement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|-------|----------------------------|
| 1,000 | Title I Parent Involvement |
|-------|----------------------------|

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$148,367.51 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|----------------------------|-----------------|
| Title I | \$88,128.10 |
| Title I Parent Involvement | \$1,000.00 |

Subtotal of additional federal funds included for this school: \$89,128.10

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| | \$3,700.00 |
| LCFF Base | \$33,869.41 |
| LCFF Supplemental | \$21,670.00 |

Subtotal of state or local funds included for this school: \$59,239.41

Total of federal, state, and/or local funds for this school: \$148,367.51

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------------------|-----------|-----------|
| Title I | 89,117 | 988.90 |
| Title I Parent Involvement | 1,325 | 325.00 |
| Unrestricted Lottery | 45,203.75 | 45,203.75 |
| LCFF Base | 66,053.90 | 32,184.49 |
| LCFF Supplemental | 12,123 | -9,547.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------------|-----------|
| | 3,700.00 |
| LCFF Base | 33,869.41 |
| LCFF Supplemental | 21,670.00 |
| Title I | 88,128.10 |
| Title I Parent Involvement | 1,000.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|------------|
| | 35,669.41 |
| 0000: Unrestricted | 870.00 |
| 0001-0999: Unrestricted: Locally Defined | 104,428.10 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|------------------|----------------|----------|
| | | 600.00 |
| | | 2,500.00 |

| | | |
|--|----------------------------|-----------|
| 0001-0999: Unrestricted: Locally Defined | | 600.00 |
| | LCFF Base | 1,800.00 |
| | LCFF Base | 3,169.41 |
| 0000: Unrestricted | LCFF Base | 200.00 |
| 0001-0999: Unrestricted: Locally Defined | LCFF Base | 28,700.00 |
| 0000: Unrestricted | LCFF Supplemental | 670.00 |
| 0001-0999: Unrestricted: Locally Defined | LCFF Supplemental | 21,000.00 |
| | Title I | 4,000.00 |
| | Title I | 30,000.00 |
| 0001-0999: Unrestricted: Locally Defined | Title I | 54,128.10 |
| | Title I Parent Involvement | 1,000.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 29,137.51 |
| Goal 2 | 2,020.00 |
| Goal 3 | 115,040.00 |
| Goal 4 | 2,170.00 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 5 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 4 Secondary Students

| Name of Members | Role |
|-----------------------|----------------------------|
| Leslie Hardiman | Principal |
| Dahlia Rinck | Classroom Teacher |
| Kim Klinko | Classroom Teacher |
| Danielle Lopez | Classroom Teacher |
| Eva Johnson | Classroom Teacher |
| Nicole Paukovitz | Classroom Teacher |
| Beverly Warford | Other School Staff |
| Paula Macias-Gonzalez | Other School Staff |
| Susan Sroul-Chiang | Parent or Community Member |
| Kellie Fleming | Parent or Community Member |
| Jessica Falk-Michelli | Parent or Community Member |
| Karen Brown | Parent or Community Member |
| Logan Fleming | Secondary Student |
| Naomi Brown | Secondary Student |
| Aubrey Falk | Secondary Student |
| Caleb Brown | Secondary Student |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: Principal Advisory Committee

School Safety Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 01/26/2021.

Attested:

Principal, Dr. Leslie Hardiman on 01/26/2021

SSC Chairperson, Jessica Falk-Michelli on 01/26/2021

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: February 11, 2021

Agenda Item: **Approval of Comprehensive School Safety Plans**

Background (Describe purpose/rationale of the agenda item): Per Board Policy, Comprehensive School Safety Plans must be Board approved by March of each year.

Fiscal Impact (Cost): none

Funding Source: NA

Addresses Emphasis Goal(s):

#1: Academic Achievement

#2: Social Emotional

X #3: Physical Environments

Recommended Action:

☐ **Informational**

☐ **Discussion**

☒ **Approval**

☐ **Adoption**

☐ **Denial/Rejection**

☐ **Ratification**

☐ **Explanation:** [Click here to enter text.](#)

Originating Department/School: Pupil Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Principal/Department Head Signature


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member _____

Lakeside Union School District

Lakeside Union School District
12335 Woodside Avenue Lakeside, CA
92040
Lakeside, CA, CA 92040

619.390.2600
619.561.7929
www.lsusd.net

SB 187

Comprehensive School Safety Plan Process & Templates

Eucalyptus Hills School
11838 Valle Vista Rd Lakeside, California 92040
619-390-2634

2020-21

PREFACE

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

It is NOT intended to be a "grab and go" guide in an actual emergency.

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SB 187: School Safety Plan

Introduction

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter. (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

- Child Abuse reporting procedures
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students

- Sexual Harassment Policy
- Safe ingress and egress to and from school
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Dress Code
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

IMPLEMENTATION OF PLAN

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the school library and the main offices.

School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294,1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)p>

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- A representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

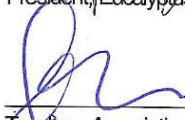
The following template may be utilized as the cover signature sheet:

***Eucalyptus Hills School
Safety Plan Signature Page
2020-2021***

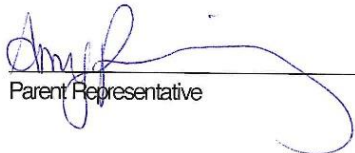
The undersigned members of the Eucalyptus Hills School School Safety Planning Committee certify that the requirements for the SB 187 Safety Plan have been met.


Principal


President, Eucalyptus Hills School Council


Teachers Association Representative


Classified Association Representative


Parent Representative

Law Enforcement Representative

Annual Safety Goals

Eucalyptus Hills School Safety Plan Goals 2020 - 2021

Goal: Complete Comprehensive Planning Through Environmental Design study in collaboration with the Sherriff's office by June 30, 2020. This will serve as baseline data and help our site to determine speciifc goals and actions for improved safety on our campus.

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting consistent with Penal Code 11164.
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A sexual harassment policy pursuant to Education Code 212.6
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing "gang related apparel," the provisions of that dress code.
- Routine and Emergency Disaster Procedures: -Emergency and Disaster Preparedness Plan -Fire Drills -Bomb Threats -Earthquake Emergency Procedure System - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students and/or parents notified that this policy exists?
- How are staff, students and/or parents notified relative to a specific incident?
- What staff/student training(s) have been completed?
- What additional trainings are needed?

Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

- Injury inflicted by another person
- Sexual Abuse
- Neglect of child's physical, health, and emotional needs.
- Unusual and willful cruelty; unjustifiable punishment.
- Unlawful corporal punishment.

2. Not Considered Child Abuse

- Mutual affray between minors
- Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For purposes of self-defense
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escapee

B. Mandated Child Abuse Reporting

- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:
The telephone call must be made immediately or as soon as practicably possible by telephone.
AND

A written report must be sent within 36 hours of the telephone call to the child protective agency.

- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
- When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
- The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
- This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

D. Child Abuse Reporting Number: 1.800.344.6000

E. Staff Training: ALL staff must complete annual Mandated Reporter Training

F. Board Policies:

Child abuse reporting procedures are detailed in LUSD Board Policies 5141.4. All LUSD Staff members follow Board Policy for Child Abuse reporting. All staff are trained annually on requirements for child abuse reporting as mandated reporters. Online training is provided by SDCOE JPA Learning Library. All staff must complete training within the first 6 weeks of the school year or within 6 weeks of employment (per Penal Code 11165.7)

Any school employee, who knows or reasonably suspects that a child has been a victim of child abuse or neglect shall report immediately or as soon as reasonably possible, by telephone, to child protective services using the CPS hotline. The employee shall follow up with the submission of Suspected Child Abuse Report form within 36 hours.

Board Policy:

Child Abuse Prevention: BP5141.4

The Governing Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse,

inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

(cf. 6143 - Courses of Study)

The Superintendent or designee shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 0450 - Comprehensive Safety Plan)

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect. The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Sexual Harassment Policy

A. DEFINITION

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:

- Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
- Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
- The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;
- The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Staff Training: All staff participate in mandatory annual sexual harassment training

C. Student Sexual Harassment Policy:

Lakeside Union School District and the Governing Board are committed to maintaining an educational environment that is free from harassment. Sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of the Civil Rights Act of 1972 and is prohibited by both federal and state laws. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation (BP 5145.7). Sexual harassment is defined in Education Code to mean unwelcome sexual advances; requests for sexual favors; or verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting. 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:

The Board believes that concerned stakeholders should always attempt to resolve their concerns at the level where the concern first started - rather than with the formal filing of a complaint with the person (as defined in this policy).

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

- Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

- Submission to or rejection of the conduct by a student is used as the basis for academic

decisions affecting the student

- The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment

- Submission to or rejection of the conduct by the student is used as the basis for any decision

affecting the student regarding benefits and services, honors, programs, or activities available

at or through any district program or activity

Unwelcome Conduct: Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

- Unwelcome leering, sexual flirtations or propositions
- Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading

descriptions

- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, notes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-gender class

- Massaging, grabbing, fondling, stroking or brushing the body

General Information Regarding Reports and/or Complaints of Sexual Harassment

Confidentiality: All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

Disciplinary Action: Anyone 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 and/or legal action. For students in grades 4 through 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.

Retaliation: The Board prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Filing a Report of Information Complaint of Discrimination, Harassment, Intimidation, or Bullying Based on Sex

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a

complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available, including counseling services. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

At any time during the process, students, parents, or guardians may contact the Title IX Coordinator to report or file an informal complaint directly with the district at:

Title IX Coordinator

Stacy Coble

Director, Human Resources

Lakeside Union School District

scoble@lsusd.net

12335 Woodside Avenue

Lakeside, CA 92040

(619) 390-2600

Filing a Formal or Uniform Complaint

Pursuant to BP 1312.3, the Board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures.

The Uniform Complaint may be mailed or filed at:

Human Resources Department

Lakeside Union School District

12335 Woodside Avenue

Lakeside, CA 90240

D. Board Policies related to Sexual Harrassment:

Board Policy 0410: Nondiscrimination in District Programs

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf.1240 - Volunteer Assistance)

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4033 - Lactation Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)
(cf. 6178 - Career Technical Education)
(cf. 6200 - Adult Education)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, application form, or other recruitment materials distributed to these groups.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4031 - Complaints Concerning Discrimination in Employment)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

Access for Individuals with Disabilities

(cf. 3540 - Transportation)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5145.13 - Response to Immigration Enforcement)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

(cf. 1330 - Use of Facilities)

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

Access for Individuals with Disabilities

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations.

When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

(cf. 6163.2 - Animals At School)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

(cf. 6020 - Parent Involvement)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator.

He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

ASSISTANT SUPERINTENDENT, ED SERVICES

12335 Woodside Avenue, Lakeside, CA 92040

(619) 390-2608

kreed@lsusd.net

Board Policy 5145.3 Students: Nondiscrimination and Harassment

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed

to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1330 - Use of Facilities)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

Board Policy 5145.7 Students: Sexual Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment 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 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 a district compliance officer.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate 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 of the harassment 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

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to 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.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

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 district schools.

(cf. 3580 - District Records)

Administrative Regulations

Administrative Regulations 5145.31 Students: Non-Discrimination For Students and Employees

This regulation is meant to advise school site staff and administration regarding transgender and gender non-conforming student concerns in order to create a safe learning environment for all students, and to ensure that every student has equal access to all components of their educational program.

Confirmation of a student's asserted gender identity will be in consultation with the student and parent or guardian with educational rights. The District recognizes that the person best situated to determine a student's gender identity is the student himself or herself. A school should accept a student's assertion of his or her gender identity in consultation with a parent, where there is

consistent and uniform assertion of the gender-related identity, and any other evidence that the gender-related identity is sincerely held as part of the person's core identity. If a student's gender-related identity, appearance, or behavior meets the standard, the only circumstance in which a school may question a student's asserted gender identity is where the school personnel have a credible basis for believing that the student's gender-related identity is being asserted for an improper purpose.

The California Education Code states that "all pupils have the right to participate fully in the educational process, free from discrimination and harassment." (Cal. Ed. Code Section 201(a).) Section 220 of the Education Code provides that no person shall be subject to discrimination on the basis of gender in any program or activity conducted by an educational institution that receives or benefits from state financial assistance.

The Code further provides that public schools have an affirmative obligation to combat sexism and other forms of bias, and a responsibility to provide equal educational opportunity to all pupils. (Cal. Ed Code Section 201(b).)

The CCR similarly provides that "No person shall be excluded from participation in or denied the benefits of any local agency's program or activity on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity conducted by an 'educational institution' or any other 'local agency'. . . that receives or benefits from any state financial assistance." (5 CCR Section 4900(a).)

The California Code of Regulations defines "gender" as: "a person's actual sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth." (5 CCR Section 4910(k).) The Board Policy prohibits gender-based harassment. It requires that "All educational programs, activities and employment practices shall be conducted without discrimination based on . . . sex, sexual orientation, [or] gender identity."

Therefore, transgender and gender non-conforming students must be protected from discrimination and harassment in the public school system. Staff must respond appropriately to ensure that schools are free from any such discrimination or harassment.

Official Records and Confidentiality

The District is required to maintain a mandatory permanent pupil record which includes the legal name of the pupil, as well as the pupil's gender. (5 Cal. Code Reg. 432(b)(1)(A). (D).)

The District shall change a student's official records to reflect a change in legal name or gender upon receipt of documentation that such legal name and/or gender have been changed pursuant to California legal requirements. Students are not required to obtain a court ordered name and/or gender change or to change their official records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

The former name and gender identity of a student shall be kept confidential. Schools shall create a procedure for keeping the student records with the former gender identity confidential, where possible.

The school shall set a procedure to update name changes and gender markers in the school's system upon request.

Access to Restrooms and Locker Rooms

All students are entitled to have access to restrooms, locker rooms and changing facilities that are sanitary, safe, and adequate, so they can comfortably and fully engage in their school program and activities. Transgender students shall not be forced to use the locker room and restroom corresponding to their gender assigned at birth. In meeting with the transgender/gender non-confirming student (and parent), it is essential that the principal and student address the student's access to the restrooms, locker room and changing facility.

Each situation needs to be reviewed and addressed based on the particular circumstances of the student and the school facilities. In all cases, the principal should be clear with the student (and parent) that the student may access the restroom, locker room, and changing facility that corresponds to the student's gender identity. All students with privacy concerns will be provided with a safe and adequate alternative, based on availability and appropriateness to address privacy concerns, such as:

1. Use of a private area in the public area (i.e., a bathroom stall with a door, an area separated by a curtain or screen, a PE instructor's office in the locker room);
2. A separate changing schedule (either utilizing the locker room before or after the other students); or
3. Use of a nearby private area (i.e., a nearby restroom, a unisex restroom, or a nurse's office).

Physical Education and Intramural and Interscholastic Activities

Transgender students shall

not be denied the opportunity to participate in physical education, nor shall they be forced to have physical education outside of the assigned class time.

Where there are sex-segregated classes or athletic activities, all students must be allowed to participate in a manner consistent with their gender identity. The California Interscholastic Federation (CIF) has provided bylaws stating that all students should have the opportunity to participate in CIF activities in a manner consistent with their gender identity. The District will provide athletic opportunities consistent with the gender identity of each student.

Whenever students are separated by gender in school activities, or subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such rule, policy, or practice consistent with their gender identity.

Names/Pronouns

Students shall have the right to be addressed by a name and pronoun corresponding to their gender identity that is consistently and uniformly asserted at school. This directive does not prohibit inadvertent slips or honest mistakes, but it does apply to an intentional and persistent refusal to respect a student's gender identity. The requested name shall be included in the school's data retention system in addition to the student's legal name, in order to inform teachers of the name and pronoun to use when addressing the student.

To create a safe and supportive environment for the student, the school shall engage the student and parent with respect to name and pronoun use, and agree on a plan to initiate that name and pronoun use within the school.

Dress Code

Generally, students should be permitted to participate in gender-segregated recreational gym class activities and sports in accordance with the student's gender identity that is consistently and uniformly asserted at school. Participation in competitive athletic activities and contact sports will be resolved on a case by case basis.

School sites can enforce dress codes that are adopted pursuant to Education Code 35291. Students shall have the right to dress in accordance with their gender identity that is exclusively and consistently asserted at school, within the constraints of the dress codes adopted at their school site. This regulation does not limit a student's right to dress in accordance with the school dress code policy.

Parent Notification

School Administration will respect the privacy of students who discuss the issue of their gender identity with school personnel. There will be parent notification upon official request by the student to change their gender identity of record.

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: December 12, 2013 Lakeside, California

Administrative Regulations 4031 Personnel: Complaints Concerning Discrimination in Employment

Complaint Procedure

Any complaint by an employee or job applicant alleging discrimination or harassment shall be addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: Any employee or job applicant (the "complainant") who believes he/she has been subjected to prohibited discrimination or harassment shall promptly inform his/her supervisor, the district's Coordinator for Nondiscrimination in Employment, or the Superintendent.

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the Coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

2. Investigation Process: The Coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five school days of receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The Coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The Coordinator shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

If the Coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the Coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

When necessary to carry out his/her investigation or to protect employee or student safety, the Coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The Coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The Coordinator shall ensure that such interim measures do not constitute retaliation.

3. Written Report on Findings and Corrective Action: No more than 30 days after receiving the complaint, the Coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator shall notify the complainant and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

The report shall be presented to the complainant, the person accused, and the Superintendent or designee.

4. Appeal to the Governing Board: The complainant or the person accused may appeal any findings to the Board within 10 working days of receiving the written report of the Coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 working days.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 9321 - Closed Session Purposes and Agendas)

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may also file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960 (Government Code 12960)

2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)

3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

Administrative Regulations 5145.3 Students: Nondiscrimination and Harassment

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including

Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent
12335 Woodside Avenue
Lakeside, CA 92040
(619) 390-2608

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.

(cf. 5145.6 - Parental Notifications)

4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so.

(Education Code 234.1)

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity

2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As

appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's

assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity,

without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress Code)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

revised: April 16, 2015

Definitions

Prohibited

sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.

2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.

3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.

4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. Such training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position.

(Government Code 12950.1)

A supervisory employee is any employee with the authority to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or to effectively recommend such action.

The district's sexual harassment training and education program for supervisory employees shall include the provision of (Government Code 12950.1; 2 CCR 7288.0):

1. Information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment.
2. Practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation.
3. A component on the prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance
4. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
5. All other contents of mandated training specified in 2 CCR 11023

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
 2. The definition of sexual harassment under applicable state and federal law
 3. A description of sexual harassment, with examples
 4. The district's complaint process available to the employee
- (cf. 4031 - Complaints Concerning Discrimination in Employment)
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
 6. Directions on how to contact DFEH and the EEOC
 7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 12, 2012 Lakeside, California

revised: February 11, 2016

Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school or private property.
- Possessed or used 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.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit sexual assault.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be

suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period, whether on or off the campus.
- During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

- Causing serious physical injury to another person, except in self-defense.
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- Unlawful possession of any controlled substance, as defined under Ed. Code.
- Robbery or extortion.
- Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance as defined by Education Code.
- Committing or attempting to commit a sexual assault as defined in the Education Code.

Board Policies:

AR 5144 Students

Discipline

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques

whenever possible. In addition, discipline shall be used in a manner that corrects student behavior without intentionally creating an adverse effect on student learning or health.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5136 - Gangs)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.5 - Student Success Teams)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Board Policy 5144.1: Suspension And Expulsion/Due Process

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law, in policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
 2. While going to or coming from school
 3. During the lunch period, whether on or off the school campus
- (cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension

shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 1020 - Youth Services)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in public an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

AR 5144.1 Students Suspension And Expulsion/Due Process Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be subject to suspension or expulsion shall be only those as follows:

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(a) and (t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Knowingly received stolen school property or private property. (Education Code 48900(l))

12. Possessed an imitation firearm. (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

Hazing means a method of initiation or preinitiation into a student 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 or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability

to participate in or benefit from the services, activities, or privileges provided by a school.
(Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability.
(Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property

damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

A teacher may not suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any other acts specified Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal, or Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal, may in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

(cf. 5125 - Student Records)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

(cf. 5125 - Student Records)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school

for the purpose of the conference the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

b. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

c. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion": Grades K-12 and "Additional Grounds for Suspension and Expulsion Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an expellable offence above under "Grounds for Suspension and Expulsion", the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment.

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that another student's privacy rights are not violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued

in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of

the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and be permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with parent/guardian and district staff, including the student's teachers, and with the student's parent/guardian regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel, or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session

or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #19-21 under "Grounds for Suspension and Expulsion: Grades K-12 and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees.
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record, and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

AR 5144.2 Students

Suspension And Expulsion/Due Process (Students With Disabilities)

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530) (cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530) The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530) (cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

B. Planning

On-Campus Evacuation/Assembly Location

We would use our connecting rooms as a school site assembly location shall we need an indoor space and playground field shall we need to be outside.

Off-Campus Evacuation/Assembly Location

We would walk to the local community garden if we had to move our students off our campus immediately. If we are able to get a bus, we would relocate our students and staff to Lakeside Farms.

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization: Labor of Love Community Garden

Address: 11440 Mansanita Lakeside, CA 92040

Contact: Groundkeeper/Manager

Phone Number: 619-840-9942

Date of Agreement: February 14, 2020

Organization: Lakeside Farm Elementary School

Address: 11915 Lakeside Avenue, Lakeside, CA 92040

Contact: Principal (Jim Rosa)

Phone Number: (619) 390-2646

Date of Agreement: February 14, 2020

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

C. Staff Training

School Discipline

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

- Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training:

- The faculty meet regularly on Wednesdays to review student behavior as it effects learning in the classroom and the resources we have for student who need extra interventions in order to be successful
- Our staff are trained to record minor incidents and to immediately follow up with major incidents. Staff

D. Board Policies:

BP5144 Discipline:

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5131 - Conduct)

(cf. 5131.14 - Bus Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools.

The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

(cf. 5131.41 - Use of Seclusion and Restraint)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district school, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

AR 5144

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians

2. Teachers

3. School administrators

4. School security personnel, if any

(cf. 3515.3 - District Police/Security Department)

5. For junior high, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians

(cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

5. Enrollment in a program for teaching prosocial behavior or anger management

6. Participation in a restorative justice program

7. A positive behavior support approach with tiered interventions that occur during the school day on campus

8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

11. Recess restriction as provided in the section below entitled "Recess Restriction"

12. Detention after school hours as provided in the section below entitled "Detention After School"

13. Community service as provided in the section below entitled "Community Service"

14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Cocurricular Activities)

15. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Recess Restriction

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. The student's teacher shall inform the principal of any recess restrictions imposed.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours, on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Regulation LAKESIDE UNION SCHOOL DISTRICT
approved: September 17, 2012 Lakeside, California
revised: June 27, 2019

Dress Code

A. Board Policies:

BP 5132 Students

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide.

(Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

AR 5132 Students

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Uniforms

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting.

(Education Code 35183)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

B. Staff Training

Staff work together to ensure that students are dressed appropriately and safe for school and especially the playground. When new clothing and shoe trends arise, staff come together to make a decision to ensure that the clothing and footwear are safe and secure and does not present a safety hazard. Staff are trained to use a progressive discipline in regards to dress code violations so that all students and adults are safe. Office Referrals are turned in for students who need to be addressed but teachers are also made aware of circumstances when the office needs to be contacted immediately.

Routine and Emergency Disaster Procedures: Drills

Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
(Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools.

(Code of Regulations, Title 5, Section 550)

- Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
- Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- Evacuation areas will be established away from fire lanes.
- Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
- The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

- The Fire Alarm can be heard by all staff and students.
- Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
- Evacuation areas will be established away from fire lanes.
- Teachers and students are staged in an orderly fashion away from fire lanes.
- Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
- Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Active Shooter/Lockdown Drills

LUSD does not conduct active shooter lockdown drills. Lockdown drills in general are permitted and local law enforcement is availalbe to be on campus to evaluate our lockdown drills.

Active Shooter Drill Assessment Sheet

Team Member _____ Building _____

| Room | Door Barricade | Windows Covered | Lights | Interior Barricade | Teacher/ Students behind Barricade | PE at Gates | All Clear Code | Evacuation Yes/No |
|------|----------------|-----------------|--------|--------------------|------------------------------------|-------------|----------------|-------------------|
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Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Lakeside Union School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References - State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service 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 county, city, city and county, state agency or public district, excluding aliens legally employed.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A disaster is defined as sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a

flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

EMERGENCY RESPONSE:

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.

Send search and rescue team to look for trapped students and staff.

Post guards a safe distance away from building entrances to assure no one re-enters.

Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.

Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.

☐ Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

☐ Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.

☐ Check for injuries, and render First Aid.

☐ After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.

☐ Check attendance at the assembly area. Report any missing students to principal/site administrator.

☐ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

☐ Stay alert for aftershocks

☐ Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

☐ Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.

☐ After shaking stops, check for injuries, and render first aid.

☐ Check attendance. Report any missing students to principal/site administrator.

☐ Stay alert for aftershocks.

☐ Keep a safe distance from any downed power lines

☐ Do NOT re-enter building until it is determined to be safe.

☐ Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

☐ Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.

☐ Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.

☐ Notify fire department and utility company of suspected breaks in utility lines or pipes.

☐ If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.

☐ Notify District Office, who will inform public information media as appropriate.

ADDITIONAL STEPS FOR THE SCHOOL:

| <u>Earthquake Size Descriptions</u> | | |
|--|--------------------------|--------------------------|
| Descriptive Title | Richter Magnitude | Intensity Effects |

| <u>Earthquake Size Descriptions</u> | | |
|--|--------------------------|---|
| Descriptive Title | Richter Magnitude | Intensity Effects |
| Minor Earthquake | 1 to 3.9 | Only observed instrumentally or felt only near the epicenter. |
| Small Earthquake | 4 to 5.9 | Surface fault movement is small or does not occur. Felt distances of up to 20 or 30 miles from the epicenter. May cause damage. |
| Moderate Earthquake | 6 to 6.9 | Moderate to severe earthquake range; fault rupture probable. |
| Major Earthquake | 7 to 7.9 | Landslides, liquefaction and ground failure triggered by shock waves. |
| Great Earthquake | 8 to 8+ | Damage extends over a broad area, depending on magnitude and other factors. |

Levels of Response

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with LUSD to respond. The affected Cities and the County of San Diego will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Diego County will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

District and Parent Responsibilities for Students

DISTRICT RESPONSIBILITY

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

- Until regular dismissal time and released only then if it is considered safe, OR
- Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
 - a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
 - b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

Emergency Response Procedures

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

- Fire
- Peacetime Bomb Threat
- Chemical Accident
- Explosion or Threat of an Explosion
- Following an Earthquake
- Other similar occurrences that might make the building uninhabitable
- At the onset of an Active Shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

- Severe Windstorm (short warning)
- Biological or Chemical Threat

- Sniper Attack
- Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- Inside school buildings
 - Immediately TAKE COVER under desks or tables and turn away from all windows
 - Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
- Outside of School Buildings
 - Earthquake: move away from buildings
 - Take a protective position, if possible
- Explosion/Nuclear Attack:
 - Take protective position, OR,
 - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious route

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Earthquake

DROP, COVER, AND HOLD

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of

aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Near A School Building:

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Determine if EVACUATION of school site is necessary.
- ☐ Contact local fire department (call 911) to determine the correct action for your school site.
- ☐ If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION.
- ☐ Direct inspection of premises to assure that all students and personnel have left the building.
- ☐ Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- ☐ Monitor radio station for information.
- ☐ Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- ☐ If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- ☐ Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- ☐ Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

Fire In A School Building:

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Sound the fire alarm to implement EVACUATION of the building.
- ☐ Immediately EVACUATE the school using the primary or alternate fire routes.
- ☐ Notify the Fire Department (call 911).

- ☐ Direct search and rescue team to be sure all students and personnel have left the building.
- ☐ Ensure that access roads are kept open for emergency vehicles.
- ☐ Notify District Office of situation.
- ☐ Notify appropriate utility company of suspected breaks in utility lines or pipes.
- ☐ If needed, notify bus dispatch for OFF-SITE EVACUATION.
- ☐ Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- ☐ EVACUATE students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- ☐ Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Power Outage / Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.

- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Shelter-In-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- **LISTEN.** Remain quiet to hear critical instructions from school officials.
-If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Bomb Threat

**Most likely, threats of a bomb or other explosive device
will be received by telephone.**

THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

- When will the bomb explode and where is the bomb located?
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call 9-1-1. Give the following information:
 - Your name -Your call-back phone number
 - Exact street location with the nearest cross street
 - Nature of incident
 - Number and location of people involved and/or injured
- Notify Superintendent's Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.

- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance

BOMB THREAT REPORT FORM

Lakeside Union School District

| | | | | | | | | | | |
|--|--|---|-----------------------------|----------------|--|--|-----------------------|---------------|--|--|
| School: Eucalyptus Hills School | | | Time Call Received: | | | | Call Taken By: | | | |
| Date: | | | Time Caller Hung Up: | | | | Title: | | | |
| | | | Caller ID Info (*69) | | | | | | | |
| Questions to Ask: | | Exact Wording of Threat: " " | | | | | | | | |
| 1. When will the bomb explode? | | Caller's Voice: (circle all that apply) | | | | Caller's Language: (circle all that apply) | | | Background Sounds: (circle all that apply) | |
| 2. Where is the bomb right now? | Calm | Nasal | Deep Breathing | Cracking Voice | Well Spoken | Educated | | Street Noises | Crockery | |
| 3. What does it look like? | Angry | Stutter | Disguised | Accent | Foul | Message Taped? | | Voices | PA System | |
| 4. What kind of bomb is it? | Excited | Lisp | Serious | Used Slang | Message Read? | Young (child) | | Music | House Noises | |
| 5. What will cause it to explode? | Slow | Raspy | Incoherent | Joking | Young (adult) | Middle Aged | | Motor | Office | |
| 6. Did you place the bomb? | Rapid | Deep | Slurred | Distinct | Old | | | Factory | Machinery | |
| 7. Why? | Soft | Ragged | Clearing Throat | Normal | Caller Demographics (circle one) | | | Animal Noises | Clear | |
| 8. How did the bomb get in the school? | Loud | Laughter | Crying | Frightened | Male | Female | Unknown | Static | Local | |
| 9. Where are you calling from? | If voice is familiar, who did it sound like? | | | | Approximate Age: | | | Long Distance | Cell Phone | |
| 10. What is your name, address, phone? | Other Observations: | | | | | | | | | |

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what their purpose is for being on campus.
- Advise intruder of the trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at brunch or lunch time:

- Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- Spread SHELTER IN PLACE or LOCKDOWN alarm throughout rest of school as appropriate.

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage: All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

Hostage Situation

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- ☐ Call 911. Provide all known essential details of the situation:

- Number of hostage takers and description

- Type of weapons being used

- Number and names of hostages

- Any demands or instructions the hostage taker has given

- Description of the area

- ☐ Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.

- ☐ Protect building occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both) for all or parts of the building.

- ☐ Secure exterior doors from outside access.

- ☐ When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.

- ☐ Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.

- ☐ Identify media staging area, if appropriate. Implement a hotline for parents.

- ☐ Account for students as they are evacuated.

- ☐ Provide recovery counseling for students and staff.

STAFF ACTIONS:

- ☐ If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.

- ☐ Alert the principal/site administrator.

- ☐ Account for all students.

Lockdown: Active Shooter

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the building. The concept of LOCKDOWN is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

LOCKDOWN is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire • Rabid animal at large • Extreme violence outside the classroom

LOCKDOWN differs from SHELTER-IN-PLACE because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example:

"Attention please. We have an emergency situation and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.

Call 911. Provide location, status of campus, all available details of situation.

When clearance is received from appropriate agencies, give the ALL CLEAR instruction to indicate that it is safe to unlock the doors and return to the normal class routine.

Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.

Immediately lock doors and instruct students to lie down on the floor.

Close any shades and/or blinds if it appears safe to do so.

Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

Move quickly and quietly to the closest safe classroom.

If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room.

Remain quiet until further instructions are provided by the principal or police.

Poisoning, Chemical Spills, Hazardous Materials

POISONING

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.

Provide list of potentially affected students and staff to responding authorities.

Provide staff with information on possible poisonous materials in the building.

Notify District Superintendent of situation and number of students and staff affected.

Confer with Department of Health and Human Services before the resumption of normal school activities.

Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- ☐ Notify principal/site administrator.
- ☐ Call the Poison Center Hotline 1-800-222-1222.
- ☐ Administer first aid as directed by poison information center.
- ☐ Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- ☐ Keep poisonous materials in a locked and secure location.
- ☐ Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- ☐ Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

ADDITIONAL STEPS FOR THE SCHOOL:

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place Protocol
- Secure the area (block points of entry)

- Identify the chemical and follow the procedures for that particular chemical.
- Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the Todd Owens with the following information:
 - Date, time, and exact location of the release or threatened release
 - Name and telephone number of person reporting
 - Type of chemical involved and the estimated quantity
 - Description of potential hazards presented by the spill
 - Document time and date notification made
 - Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have present, should the need arise
- Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
- If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at 619.390.2600. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Solvents
- Motor Oil
- Diesel Fuel
- Kerosene
- Anti-Freeze
- Airborne Gases/Fumes
- Lacquer Thinner

- Paint
- Agricultural Spray
- Paint Thinner
- Stain
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the Todd Owens

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if possible.

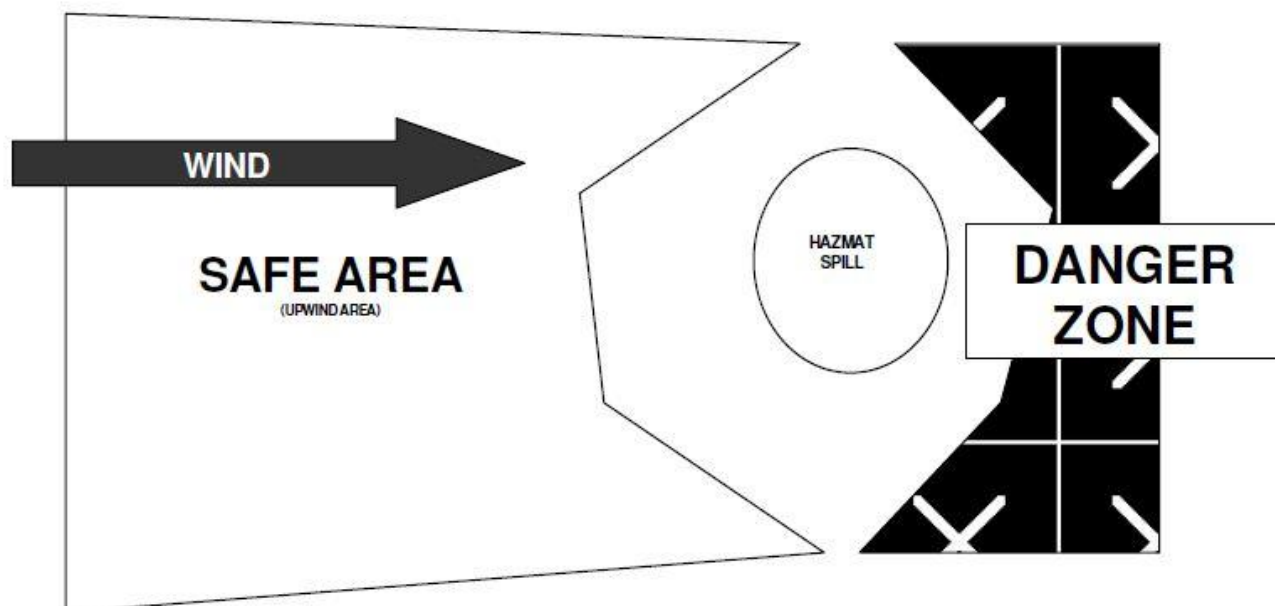
VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- Date, time, and exact location of the release
- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.



Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.

- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Medical Emergencies

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator

PRINCIPAL ACTIONS:

- Assess the victim - call 911 if appropriate
- Assign a staff member to meet rescue service and show them when the injured person is located
- Assemble emergency care and contact information of the injured person
- Monitor medical status of the injured person - even when taken to the hospital
- Assign a staff person to stay with the injured person - even if taken to the hospital
- Notify parents/guardian if the injured person is a student
- Advise staff of the situation, follow up with the parents
- Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

STAFF ACTIONS:

- ☐ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- ☐ Notify Principal/Site Administrator.
- ☐ Stay calm. Keep individual warm with a coat or blanket.
- ☐ Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- ☐ Do not give the individual anything to eat or drink.

OTHER EMERGENCY ACTIONS:

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage and Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

| TRIAGE Priorities | |
|-------------------------------------|--|
| Highest Priority - RED TAG | |
| 1. | Airway and breathing difficulties |
| 2. | Cardiac arrest |
| 3. | Uncontrolled or suspected severe bleeding |
| 4. | Severe head injuries |
| 5. | Severe medical problems |
| 6. | Open chest or abdominal wounds |
| 7. | Severe shock |
| Second Priority - YELLOW TAG | |
| 1. | Burns |
| 2. | Major multiple fractures |
| 3. | Back injuries with or without spinal cord damage |
| Third Priority - GREEN TAG | |
| 1. | Fractures or other injuries of a minor nature |
| Lowest Priority - BLACK | |
| 2. | Obviously mortal wounds where death appears reasonably certain |
| 3. | Obviously deceased |

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self and direct all patients who can walk to gather and remain in a safe place. Tag these people GREEN
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag BLACK (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag RED (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag RED
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess
- If patient cannot follow simple commands, tag RED
- If patient can follow simple commands, they will be tagged YELLOW or GREEN
- This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Suicide

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's

- | | |
|----------|--|
| Listen | to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance. |
| Observe | the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says. |
| Ask | whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is. |
| GET HELP | by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself. |
| STAY | with the person. Take the person to a CRT member and stay with that person for awhile. The person has placed trust in you, so you must help transfer that trust to the other person. |

Don'ts

- | | |
|-------|--|
| Don't | leave the person alone for even a minute. |
| Don't | act shocked or be sworn to secrecy. |
| Don't | underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden. |
| Don't | let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help. |
| Don't | take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person. |

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and call 9-1-1 for local emergency services.
Note: A casualty is a victim of an accident or disaster.
- Identify the problem and give the school address.
- Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- Determine if problem will continue or if it is over.
- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene.
- Contact Superintendent to determine need to send students home.

| PARAMEDIC TAG # | VICTIM NAME | STUDENT ID # | TIME OF DEPARTURE | Hospital |
|--------------------|-------------|-----------------|----------------------|----------|
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Signed _____ Date _____
Eucalyptus Hills School Comprehensive Safety Plan

Bio Terrorism

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- ☐ Notify principal.
- ☐ Move students away from immediate vicinity of danger (if outside, implement Take Cover).
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- ☐ Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate SHELTER IN PLACE.
- ☐ Shut off HVAC units.
- ☐ Move to central location where windows and doors can be sealed with duct tape.
- ☐ Call 911. Provide location and nature of the emergency and school actions taken.
- ☐ Notify District Superintendent of the situation.
- ☐ Turn on a battery-powered commercial radio and listen for instructions.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- ☐ Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- ☐ Notify principal or site administrator.
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- ☐ Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
- ☐ Follow standard student assembly, accounting and reporting procedures.
- ☐ Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger.
- ☐ Move up-wind from the potential danger.
- ☐ Call 911. Provide exact location and nature of emergency.
- ☐ Designate security team to isolate and restrict access to potentially contaminated areas.
- ☐ Wait for instructions from emergency responders-- Health or Fire Department.
- ☐ Notify District Superintendent of the situation.
- ☐ Arrange for immediate psychological counseling for students and staff.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- ☐ Wash affected areas with soap and water.
- ☐ Immediately remove and contain contaminated clothing
- ☐ Do not use bleach on potentially exposed skins.
- ☐ Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

ADDITIONAL INFORMATION:

Anthrax Threat

How to identify suspicious letters or packages:

Some characteristics of suspicious letters or packages include the following:

- Excessive postage
- Handwritten or poorly typed addresses
- Incorrect titles
- Title, but no name
- Misspellings of common words
- Oily stains, discolorations or odors
- No return address
- Excessive weight
- Lopsided or uneven envelop
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Visual distractions
- Ticking sound
- Marked with restrictive endorsements, such as "Personal" or "Confidential."
- Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax"

- Do not shake or empty the contents of any suspicious envelop or package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then leave the room and close the door, or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

- Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- Leave the room and close the door or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

- Turn off local fans or ventilation units in the area.

- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- Move upwind, uphill, upstream.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- Shut down air handling systems in the building if possible.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

INVENTORY

Eucalyptus Hills School
Rooms 1 & 2 with doors connecting.

| Current Useable Inventory | | | Inventory Used by Mass Prophylaxis Center | |
|---------------------------|------------------|------------|---|----------|
| Date Inventory Taken: | | | Date Inventory Taken | |
| Description | Quantity on Hand | Check mark | Quantity Used | Comments |
| Paper Goods | | | | |
| Toilet Paper | | | | |
| Hand Towels | | | | |
| Sanitary Seat Covers | | | | |
| Other | | | | |
| Liquid Soap | | | | |
| Sanitary Supplies | | | | |
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The signatures of both school personnel & center Manager verifies materials used and will be reimbursed.

Lakeside Union School District Site Personnel Signature

Mass prophylaxis center Manager Signature

Date

Date

Incident Command System

Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called Management, Planning, Operations, Logistics, and Finance/Administration.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the Incident Commander or School Commander.

No one person should be supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under Operations, however.

Common terminology:

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known before a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording.

How ICS Functions

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- reduces the incidence of ineffective coordination and communications, and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

Primary Incident Command System Functions:

Incident/School Commander (The "leader")

The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Lakeside Union School District. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The "thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

Logistics Section (The "getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

Unified Command Structure

Unified Command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a

valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilitates

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

The following chart is an example of an Incident Command Structure.

Eucalyptus Hills School ICS TEAM

School (Incident) Commander

Hee-Jin Peterson

Liaison

Kit Buettgenbach

PIO

Jennifer Speedie

Safety

Emily Okerlund

Operations Chief

Planning Chief

Logistics Chief

Finance Chief

Site Check/Security
Jacob Waller
Victor Quintero

Documentation
Hee-Jin Peterson
Jennifer Speedie

Supplies/Facilities
Jacob Waller
Victor Quintero

Timekeeping
Kit Buettgenbach

Search & Rescue
Emily Okerlund

Situation Analysis
Hee-Jin Peterson
Jennifer Speedie

Staffing
Nicole Curtis

Purchasing
Kit Buettgenbach

Medical
Kit Buettgenbach

Communications
Kit Buettgenbach

Student Supervision
Maria Martinez

Transportation
Kit Buettgenbach

Student
Transport/Release
Maria Martinez

Staging Areas

Command Posts

Primary: Main Office

Secondary: Room 2

Mass Care Centers

Primary: Nurse Office

Secondary: Room 1

Evacuation Centers

On Campus: Lower playground field

Off Campus: Maureen Rafferty, 11653 Johnson Lake Road, Lakeside 92040

Emergency Response Teams

| Operations | | |
|-----------------|------------------|------------------|
| Team | Team Leader: | Staff: |
| Security | Jacob Waller | Nicole Curtis |
| Search & Rescue | Emily Okerlund | Hee-Jin Peterson |
| Medical | Kit Buettgenbach | Hee-Jin Peterson |
| Student Release | Jennifer Speedie | Maria Martinez |

Injury/Health Emergency

Student Staging Area Teams:

| Locations | Team Leader: | Staff: |
|-----------------|----------------|----------------|
| Student Staging | Emily Okerlund | Maria Martinez |

| Planning | | |
|---------------------|---------------------|------------------|
| Team | Team Leader: | Staff |
| Documentation | Hee-Jin Peterson | Jennifer Speedie |
| Situation Analysis | Hee-Jin Peterson | Jennifer Speedie |
| Logistics | | |
| Team | Team Leader: | Staff: |
| Supplies/Facilities | Jacob Waller | Nicole Curtis |
| Staffing | Nicole Curtis | Kit Buettgenbach |
| Communication | Kit Buettgenbach | Nicole Curtis |
| Transportation | Kit Buettgenbach | Nicole Curtis |
| Finance | | |
| Team | Team Leader: | Staff: |
| Timekeeping | Kit Buettgenbach | Jennifer Speedie |
| Purchasing | Kit Buettgenbach | Jennifer Speedie |

District Emergency Directory

| Name | Phone Number |
|------------------|----------------|
| Todd Owens | (619) 507-9890 |
| Natalie Winspear | (619) 402-0605 |
| Lisa DeRosier | (619) 415-1367 |
| Andy Johnsen | (619) 592-9981 |
| Kim Reed | (619) 357-9902 |
| Erin Garcia | (619) 592-9315 |
| Stacy Coble | (619) 981-1600 |
| Hee-Jin Peterson | (818) 458-7406 |
| Jim Rosa | (619) 675-5380 |
| Steve Mull | (619) 838-7511 |
| Jaime Gonzalez | (619) 746-0148 |
| Staci Arnold | (619) 709-3062 |
| Nina Drammissi | (619) 249-5963 |
| Grace Cox | (760) 419-4610 |
| Leslie Hardiman | (619) 288-2580 |
| Tessa Green | (702) 461-0618 |
| Keith Keiper | (818) 522-7160 |

Emergency Communications

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a school:

Internal communications will be via:

- Public address systems
- Emails
- Message runner
- District telephone/emergency radio to administration offices

External communications will be via:

- The main communications network
- News bulletins, as needed, by appointed personnel only

Emergencies affecting two or more schools:

n-district communications will be via:

- Telephone, if operable
- District internal communications
- Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

Working with the news media:

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas.

Staff are to report any news media personnel that appear elsewhere on campus.

| Lakeside Union School District EOC Message Form | | | |
|--|--|---|---|
| Date | Priority (Circle one) <div style="display: flex; justify-content: space-around;"> EMERGENCY URGENT ROUTINE </div> <div style="display: flex; justify-content: space-around;"> (Life Threatened) (Property Threatened) (All Others) </div> | | |
| Time | | | |
| TO | Name _____ Title _____ Location _____ | FROM | Name _____ Title _____ Location _____ |
| Check One Take Action For Information Other _____ | | | |
| <u>Category</u> | <u>Number</u> | <u>Description</u> | |
| A. | # _____ | Fatalities | |
| B. | # _____ Minor | Injuries Minor: In need of First Aid attention only | |
| C. | # of Injured # _____ Major # _____ Moderate | Injuries (Ambulance) Major: Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock. Moderate: Burns, major multiple fractures, Back injuries with or without spinal cord damage | |
| D. | Circle one Major Moderate Minor | Property Damages Major damage: building collapse, building leaning, major ground movement causing large cracks in ground. Moderate damage: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines). Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows. | |
| E. | ___ Ambulance ___ PG&E ___ Other | Resources Needed ___ Other: (describe) | |
| Transmit only the data within the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate. | | | |
| Additional Information: | | | |
| Disposition: | | | |
| Action Requested By: (Name) | | Time Action provided: | |

Media Contact Information

Television Stations

Fax Numbers

Telephone

Contact the DO

Radio Stations

Fax Numbers

Telephone

Contact the DO

Newspapers

Fax Numbers

Telephone

Contact the DO

Recovery

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, San Diego County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

| | | |
|----------------------------------|------------------------|----------------|
| Mental Support Resource Contact: | Dr. Patricia Fernandez | (619) 457-2033 |
| Social Support Resource Contact: | Dr. Patricia Fernandez | (619) 457-2033 |

Appendices

**Eucalyptus Hills School
Safety Plan Annual Drill Report
2020 - 2021**

| Date | Time | | Please place a check mark below for which drill has been completed. | | | | | Principal's Signature |
|------|-------|-----|---|------|------------|----------------|--------------|-----------------------|
| | Start | End | Radio Communications | Fire | Earthquake | Active Shooter | Other Drills | |
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ANNUAL DISASTER SERVICE WORKER SURVEY
2020 - 2021

| General Information | | |
|---|--|---------------------------------------|
| 1. Name | | |
| 2. Position | | |
| 3. Location | | |
| 4. Work | | |
| 5. Home Phone | | |
| Specialized Skills | | |
| 1. Bilingual? | | If yes, Language(s): |
| 2. CPR Certified? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 3. First Aid Certified? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 4. CERT (Trained?) | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 5. Simple Triage/Rapid Assessment Trained? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| Personal Responsibilities | | |
| 1. Children? | | If yes, ages: |
| 2. Special Needs? | | If yes, please describe: |
| 3. Elderly parents? | | Comments: |
| 4. Pets? | | Comments: |
| 5. Other caregivers available? | | Comments: |
| 6. Other | | |
| In an Emergency -- Confidential | | |
| 1. Anything you want us to know? Special Needs? Medications? | | |
| 2. Other: | | |

AMERICAN RED CROSS

RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

Introduction

What to Store

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

Budget

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

How Much to Store

Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

Storage

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water

in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Recommended Supplies

The following lists address classroom kits, supplies for the whole school and Search & Rescue gear.

Classroom Kit

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Crow bar
- Space blankets: 3
- Tarp ground cover
- Student accounting forms (blank)
- Student emergency cards
- Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)
- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries

- Push broom (if classroom includes wheel chairs)

Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food

Water

- 1/2 gallon per person per day times three days, with small paper cups

First Aid

- Compress, 4 x 4": 1000 per 500 students
- Compress, 8 x 10": 150 per 500 students
- Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, small, medium, large
- Butterfly bandages: 50 per campus
- Water in small sealed containers: 100 (for flushing wounds, etc.)
- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- Scissors (paramedic): 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First aid books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pairs

Sanitation Supplies (if not supplied in the classroom kits)

- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- Soap and water, in addition to the wet wipes, is strongly advised.

Tools per Campus

- Barrier tape, 3" x 1000": 3 rolls
- Pry bar
- Pick ax
- Sledge hammer
- Shovel
- Pliers
- Bolt cutters
- Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench: 1 per utility

Other Supplies

- Folding tables, 3' x 6': 3-4
- Chairs: 12-16
- Identification vests for staff, preferably color-coded per school plan
- Clipboards with emergency job descriptions
- Office supplies: pens, paper, etc.
- Signs for student request and release
- Alphabetical dividers for request gate
- Copies of all necessary forms

- Cable to connect car battery for emergency power

Food

- The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

Search & Rescue Equipment

Training on how to do light Search & Rescue is required—contact your local fire department for information on whether such training is offered in your community.

Protective Gear per S&R Team Member

- Hard hat, OSHA approved
- Identification vest
- Leather work gloves
- Safety Goggles
- Dust mask
- Flash light, extra batteries
- Duffel or tote bag to carry equipment

Gear per S&R Team

- Backpack with First Aid supplies
- Master Keys

Homeland Security Advisory System



Homeland Security Advisory System (Adapted for San Diego County County)

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.

Threat Conditions and Recommended Protective Measures

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

**GREEN:
LOW RISK OF
TERRORIST ATTACK**

This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

General Measures

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for "Do Not Duplicate"
- Review and update the Emergency Call-in List.

**BLUE:
GENERAL RISK OF
TERRORIST ATTACK**

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
- Test your generator once per week.

**YELLOW
SIGNIFICANT RISK OF
TERRORIST ATTACK**

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
- Test your generator once per week.

ORANGE HIGH RISK OF TERRORIST ATTACK

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
- Be alert to parent, staff, student concerns to determine when/how to communicate.
- Communication should focus on reassurance that school is a safe place
 - Reminder - schools have existing safety plans
 - Reminder - schools practice their safety procedures
 - Reminder - schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student's fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites
- Test your generator once per week.

**RED:
SEVERE RISK OF
TERRORIST ATTACKS**

A Severe Condition reflects a severe risk of terrorist attacks. Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The San Diego County County Emergency Operations Center, will be occupied initially during the first 24 hours of a RED threat level. (Continued operation will be determined on an as-need basis.)

The San Diego County County Office of Education will provide staff at the San Diego County County Office of Emergency Operations Center to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail link to ACOE, telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the ALCO EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.
 - review communication guidelines under Orange Threat Level
 - reminder - In the event of a RED threat level, school districts have a direct communication link via amateur radio to the San Diego County County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.

- Consider canceling special events.
- Consider closing campuses, if necessary.
- Maintain close contact with your local Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

Lakeside Union School District

Lakeside Union School District
12335 Woodside Avenue Lakeside, CA
92040
Lakeside, CA, CA 92040

619.390.2600
619.561.7929
www.lsusd.net

SB 187

Comprehensive School Safety Plan Process & Templates

Lakeside Farms Elementary School
11915 Lakeside Ave Lakeside, California 92040
619-390-2646

2020-21

PREFACE

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

It is NOT intended to be a "grab and go" guide in an actual emergency.

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SB 187: School Safety Plan

Introduction

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter. (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

- Child Abuse reporting procedures
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students

- Sexual Harassment Policy
- Safe ingress and egress to and from school
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Dress Code
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

IMPLEMENTATION OF PLAN

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the school library and the main offices.

School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294,1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)p>

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- A representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

The following template may be utilized as the cover signature sheet:

Lakeside Farms Elementary School

Safety Plan Signature Page

~~2019-2020~~


2020-21

The undersigned members of the Lakeside Farms Elementary School School Safety Planning Committee certify that the requirements for the SB 187 Safety Plan have been met.

 12/10/20
Principal

 12/10/20
President, Lakeside Farms Elementary School Council

 12/10/20
Teachers Association Representative

 12/10/20
Classified Association Representative

 12/10/20
Parent Representative

Law Enforcement Representative
 12/10/20
Parent

Annual Safety Goals

Lakeside Farms Elementary School Safety Plan Goals 2020 - 2021

Goal: Based on the Planning Through Environmental Design study in collaboration with the Sherriff's office done last school year, Lakeside Farms will follow the recomendations provided and put screens on all fences looking into the school.

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting consistent with Penal Code 11164.
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A sexual harassment policy pursuant to Education Code 212.6
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing "gang related apparel," the provisions of that dress code.
- Routine and Emergency Disaster Procedures: -Emergency and Disaster Preparedness Plan -Fire Drills -Bomb Threats -Earthquake Emergency Procedure System - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students and/or parents notified that this policy exists?
- How are staff, students and/or parents notified relative to a specific incident?
- What staff/student training(s) have been completed?
- What additional trainings are needed?

Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

- Injury inflicted by another person
- Sexual Abuse
- Neglect of child's physical, health, and emotional needs.
- Unusual and willful cruelty; unjustifiable punishment.
- Unlawful corporal punishment.

2. Not Considered Child Abuse

- Mutual affray between minors
- Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For purposes of self-defense
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escapee

B. Mandated Child Abuse Reporting

- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:
The telephone call must be made immediately or as soon as practicably possible by telephone.
AND

A written report must be sent within 36 hours of the telephone call to the child protective agency.

- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
- When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
- The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
- This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

D. Child Abuse Reporting Number: 1.800.344.6000

E. Staff Training: ALL staff must complete annual Mandated Reporter Training

F. Board Policies:

Child abuse reporting procedures are detailed in LUSD Board Policies 5141.4. All LUSD Staff members follow Board Policy for Child Abuse reporting. All staff are trained annually on requirements for child abuse reporting as mandated reporters. Online training is provided by SDCOE JPA Learning Library. All staff must complete training within the first 6 weeks of the school year or within 6 weeks of employment (per Penal Code 11165.7)

Any school employee, who knows or reasonably suspects that a child has been a victim of child abuse or neglect shall report immediately or as soon as reasonably possible, by telephone, to child protective services using the CPS hotline. The employee shall follow up with the submission of Suspected Child Abuse Report form within 36 hours.

Board Policy:

Child Abuse Prevention: BP5141.4

The Governing Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse,

inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

(cf. 6143 - Courses of Study)

The Superintendent or designee shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 0450 - Comprehensive Safety Plan)

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect. The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Sexual Harassment Policy

A. DEFINITION

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:

- Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
- Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
- The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;
- The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Staff Training: All staff participate in mandatory annual sexual harassment training

C. Student Sexual Harassment Policy:

Lakeside Union School District and the Governing Board are committed to maintaining an educational environment that is free from harassment. Sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of the Civil Rights Act of 1972 and is prohibited by both federal and state laws. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation (BP 5145.7). Sexual harassment is defined in Education Code to mean unwelcome sexual advances; requests for sexual favors; or verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting. 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:

The Board believes that concerned stakeholders should always attempt to resolve their concerns at the level where the concern first started - rather than with the formal filing of a complaint with the person (as defined in this policy).

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

- Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

- Submission to or rejection of the conduct by a student is used as the basis for academic

decisions affecting the student

- The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment

- Submission to or rejection of the conduct by the student is used as the basis for any decision

affecting the student regarding benefits and services, honors, programs, or activities available

at or through any district program or activity

Unwelcome Conduct: Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

- Unwelcome leering, sexual flirtations or propositions
- Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading

descriptions

- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, notes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-gender class

- Massaging, grabbing, fondling, stroking or brushing the body

General Information Regarding Reports and/or Complaints of Sexual Harassment

Confidentiality: All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

Disciplinary Action: Anyone 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 and/or legal action. For students in grades 4 through 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.

Retaliation: The Board prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Filing a Report of Information Complaint of Discrimination, Harassment, Intimidation, or Bullying Based on Sex

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a

complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available, including counseling services. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

At any time during the process, students, parents, or guardians may contact the Title IX Coordinator to report or file an informal complaint directly with the district at:

Title IX Coordinator

Stacy Coble

Director, Human Resources

Lakeside Union School District

scoble@lsusd.net

12335 Woodside Avenue

Lakeside, CA 92040

(619) 390-2600

Filing a Formal or Uniform Complaint

Pursuant to BP 1312.3, the Board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures.

The Uniform Complaint may be mailed or filed at:

Human Resources Department

Lakeside Union School District

12335 Woodside Avenue

Lakeside, CA 90240

D. Board Policies related to Sexual Harrassment:

Board Policy 0410: Nondiscrimination in District Programs

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf.1240 - Volunteer Assistance)

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4033 - Lactation Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)
(cf. 6178 - Career Technical Education)
(cf. 6200 - Adult Education)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, application form, or other recruitment materials distributed to these groups.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4031 - Complaints Concerning Discrimination in Employment)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

Access for Individuals with Disabilities

(cf. 3540 - Transportation)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5145.13 - Response to Immigration Enforcement)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

(cf. 1330 - Use of Facilities)

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

Access for Individuals with Disabilities

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations.

When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

(cf. 6163.2 - Animals At School)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

(cf. 6020 - Parent Involvement)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator.

He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

ASSISTANT SUPERINTENDENT, ED SERVICES

12335 Woodside Avenue, Lakeside, CA 92040

(619) 390-2608

kreed@lsusd.net

Board Policy 5145.3 Students: Nondiscrimination and Harassment

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed

to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1330 - Use of Facilities)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

Board Policy 5145.7 Students: Sexual Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment 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 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 a district compliance officer.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate 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 of the harassment 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

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to 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.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

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 district schools.

(cf. 3580 - District Records)

Administrative Regulations

Administrative Regulations 5145.31 Students: Non-Discrimination For Students and Employees

This regulation is meant to advise school site staff and administration regarding transgender and gender non-conforming student concerns in order to create a safe learning environment for all students, and to ensure that every student has equal access to all components of their educational program.

Confirmation of a student's asserted gender identity will be in consultation with the student and parent or guardian with educational rights. The District recognizes that the person best situated to determine a student's gender identity is the student himself or herself. A school should accept a student's assertion of his or her gender identity in consultation with a parent, where there is

consistent and uniform assertion of the gender-related identity, and any other evidence that the gender-related identity is sincerely held as part of the person's core identity. If a student's gender-related identity, appearance, or behavior meets the standard, the only circumstance in which a school may question a student's asserted gender identity is where the school personnel have a credible basis for believing that the student's gender-related identity is being asserted for an improper purpose.

The California Education Code states that "all pupils have the right to participate fully in the educational process, free from discrimination and harassment." (Cal. Ed. Code Section 201(a).) Section 220 of the Education Code provides that no person shall be subject to discrimination on the basis of gender in any program or activity conducted by an educational institution that receives or benefits from state financial assistance.

The Code further provides that public schools have an affirmative obligation to combat sexism and other forms of bias, and a responsibility to provide equal educational opportunity to all pupils. (Cal. Ed Code Section 201(b).)

The CCR similarly provides that "No person shall be excluded from participation in or denied the benefits of any local agency's program or activity on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity conducted by an 'educational institution' or any other 'local agency'. . . that receives or benefits from any state financial assistance." (5 CCR Section 4900(a).)

The California Code of Regulations defines "gender" as: "a person's actual sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth." (5 CCR Section 4910(k).) The Board Policy prohibits gender-based harassment. It requires that "All educational programs, activities and employment practices shall be conducted without discrimination based on . . . sex, sexual orientation, [or] gender identity."

Therefore, transgender and gender non-conforming students must be protected from discrimination and harassment in the public school system. Staff must respond appropriately to ensure that schools are free from any such discrimination or harassment.

Official Records and Confidentiality

The District is required to maintain a mandatory permanent pupil record which includes the legal name of the pupil, as well as the pupil's gender. (5 Cal. Code Reg. 432(b)(1)(A). (D).)

The District shall change a student's official records to reflect a change in legal name or gender upon receipt of documentation that such legal name and/or gender have been changed pursuant to California legal requirements. Students are not required to obtain a court ordered name and/or gender change or to change their official records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

The former name and gender identity of a student shall be kept confidential. Schools shall create a procedure for keeping the student records with the former gender identity confidential, where possible.

The school shall set a procedure to update name changes and gender markers in the school's system upon request.

Access to Restrooms and Locker Rooms

All students are entitled to have access to restrooms, locker rooms and changing facilities that are sanitary, safe, and adequate, so they can comfortably and fully engage in their school program and activities. Transgender students shall not be forced to use the locker room and restroom corresponding to their gender assigned at birth. In meeting with the transgender/gender non-confirming student (and parent), it is essential that the principal and student address the student's access to the restrooms, locker room and changing facility.

Each situation needs to be reviewed and addressed based on the particular circumstances of the student and the school facilities. In all cases, the principal should be clear with the student (and parent) that the student may access the restroom, locker room, and changing facility that corresponds to the student's gender identity. All students with privacy concerns will be provided with a safe and adequate alternative, based on availability and appropriateness to address privacy concerns, such as:

1. Use of a private area in the public area (i.e., a bathroom stall with a door, an area separated by a curtain or screen, a PE instructor's office in the locker room);
2. A separate changing schedule (either utilizing the locker room before or after the other students); or
3. Use of a nearby private area (i.e., a nearby restroom, a unisex restroom, or a nurse's office).

Physical Education and Intramural and Interscholastic Activities

Transgender students shall

not be denied the opportunity to participate in physical education, nor shall they be forced to have physical education outside of the assigned class time.

Where there are sex-segregated classes or athletic activities, all students must be allowed to participate in a manner consistent with their gender identity. The California Interscholastic Federation (CIF) has provided bylaws stating that all students should have the opportunity to participate in CIF activities in a manner consistent with their gender identity. The District will provide athletic opportunities consistent with the gender identity of each student.

Whenever students are separated by gender in school activities, or subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such rule, policy, or practice consistent with their gender identity.

Names/Pronouns

Students shall have the right to be addressed by a name and pronoun corresponding to their gender identity that is consistently and uniformly asserted at school. This directive does not prohibit inadvertent slips or honest mistakes, but it does apply to an intentional and persistent refusal to respect a student's gender identity. The requested name shall be included in the school's data retention system in addition to the student's legal name, in order to inform teachers of the name and pronoun to use when addressing the student.

To create a safe and supportive environment for the student, the school shall engage the student and parent with respect to name and pronoun use, and agree on a plan to initiate that name and pronoun use within the school.

Dress Code

Generally, students should be permitted to participate in gender-segregated recreational gym class activities and sports in accordance with the student's gender identity that is consistently and uniformly asserted at school. Participation in competitive athletic activities and contact sports will be resolved on a case by case basis.

School sites can enforce dress codes that are adopted pursuant to Education Code 35291. Students shall have the right to dress in accordance with their gender identity that is exclusively and consistently asserted at school, within the constraints of the dress codes adopted at their school site. This regulation does not limit a student's right to dress in accordance with the school dress code policy.

Parent Notification

School Administration will respect the privacy of students who discuss the issue of their gender identity with school personnel. There will be parent notification upon official request by the student to change their gender identity of record.

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: December 12, 2013 Lakeside, California

Administrative Regulations 4031 Personnel: Complaints Concerning Discrimination in Employment

Complaint Procedure

Any complaint by an employee or job applicant alleging discrimination or harassment shall be addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: Any employee or job applicant (the "complainant") who believes he/she has been subjected to prohibited discrimination or harassment shall promptly inform his/her supervisor, the district's Coordinator for Nondiscrimination in Employment, or the Superintendent.

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the Coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

2. Investigation Process: The Coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five school days of receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The Coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The Coordinator shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

If the Coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the Coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

When necessary to carry out his/her investigation or to protect employee or student safety, the Coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The Coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The Coordinator shall ensure that such interim measures do not constitute retaliation.

3. Written Report on Findings and Corrective Action: No more than 30 days after receiving the complaint, the Coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator shall notify the complainant and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

The report shall be presented to the complainant, the person accused, and the Superintendent or designee.

4. Appeal to the Governing Board: The complainant or the person accused may appeal any findings to the Board within 10 working days of receiving the written report of the Coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 working days.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 9321 - Closed Session Purposes and Agendas)

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may also file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960 (Government Code 12960)

2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)

3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

Administrative Regulations 5145.3 Students: Nondiscrimination and Harassment

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including

Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent
12335 Woodside Avenue
Lakeside, CA 92040
(619) 390-2608

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.

(cf. 5145.6 - Parental Notifications)

4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so.

(Education Code 234.1)

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity

2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As

appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's

assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity,

without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress Code)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

revised: April 16, 2015

Definitions

Prohibited

sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.

2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.

3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.

4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. Such training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position.

(Government Code 12950.1)

A supervisory employee is any employee with the authority to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or to effectively recommend such action.

The district's sexual harassment training and education program for supervisory employees shall include the provision of (Government Code 12950.1; 2 CCR 7288.0):

1. Information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment.
2. Practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation.
3. A component on the prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance
4. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
5. All other contents of mandated training specified in 2 CCR 11023

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
 2. The definition of sexual harassment under applicable state and federal law
 3. A description of sexual harassment, with examples
 4. The district's complaint process available to the employee
- (cf. 4031 - Complaints Concerning Discrimination in Employment)
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
 6. Directions on how to contact DFEH and the EEOC
 7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 12, 2012 Lakeside, California

revised: February 11, 2016

Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school or private property.
- Possessed or used 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.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit sexual assault.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be

suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period, whether on or off the campus.
- During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

- Causing serious physical injury to another person, except in self-defense.
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- Unlawful possession of any controlled substance, as defined under Ed. Code.
- Robbery or extortion.
- Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance as defined by Education Code.
- Committing or attempting to commit a sexual assault as defined in the Education Code.

Board Policies:

AR 5144 Students

Discipline

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques

whenever possible. In addition, discipline shall be used in a manner that corrects student behavior without intentionally creating an adverse effect on student learning or health.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5136 - Gangs)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.5 - Student Success Teams)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Board Policy 5144.1: Suspension And Expulsion/Due Process

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law, in policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
 2. While going to or coming from school
 3. During the lunch period, whether on or off the school campus
- (cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension

shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 1020 - Youth Services)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in public an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

AR 5144.1 Students Suspension And Expulsion/Due Process Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be subject to suspension or expulsion shall be only those as follows:

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(a) and (t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Knowingly received stolen school property or private property. (Education Code 48900(l))

12. Possessed an imitation firearm. (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

Hazing means a method of initiation or preinitiation into a student 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 or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability

to participate in or benefit from the services, activities, or privileges provided by a school.
(Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability.
(Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property

damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

A teacher may not suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any other acts specified Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal, or Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal, may in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

(cf. 5125 - Student Records)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

(cf. 5125 - Student Records)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school

for the purpose of the conference the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

b. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

c. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion": Grades K-12 and "Additional Grounds for Suspension and Expulsion Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an expellable offence above under "Grounds for Suspension and Expulsion", the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment.

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that another student's privacy rights are not violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued

in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

a. Any complaining witness shall be given five days' notice before being called to testify.

b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.

e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of

the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and be permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with parent/guardian and district staff, including the student's teachers, and with the student's parent/guardian regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel, or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session

or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #19-21 under "Grounds for Suspension and Expulsion: Grades K-12 and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees.
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record, and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

AR 5144.2 Students

Suspension And Expulsion/Due Process (Students With Disabilities)

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
(cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530) The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530) (cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

- Identify off-campus evacuation site(s).
- Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization: Willowbrook Golf Course
Address: 11905 Riverside Dr, Lakeside, CA 92040
Contact: Jim Rosa
Phone Number: 619-675-5380
Date of Agreement: 10/15/19

Organization: Lakeside Fire Station
Address: 12216 Lakeside Ave, Lakeside, CA 92040
Contact: Lakeside Fire Station
Phone Number: 619-390-2350
Date of Agreement: TBD

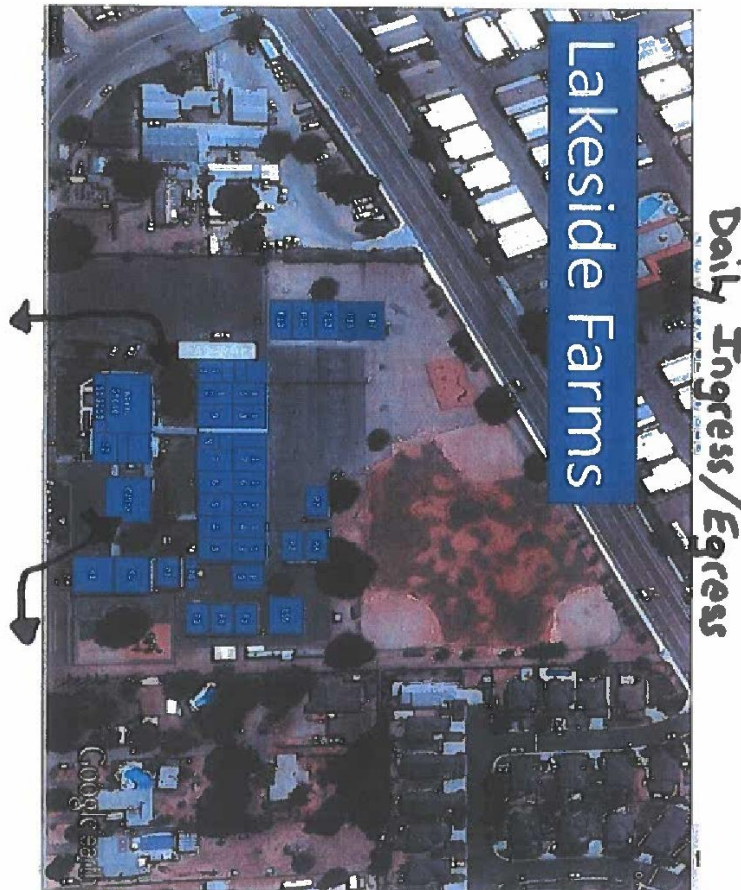
In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

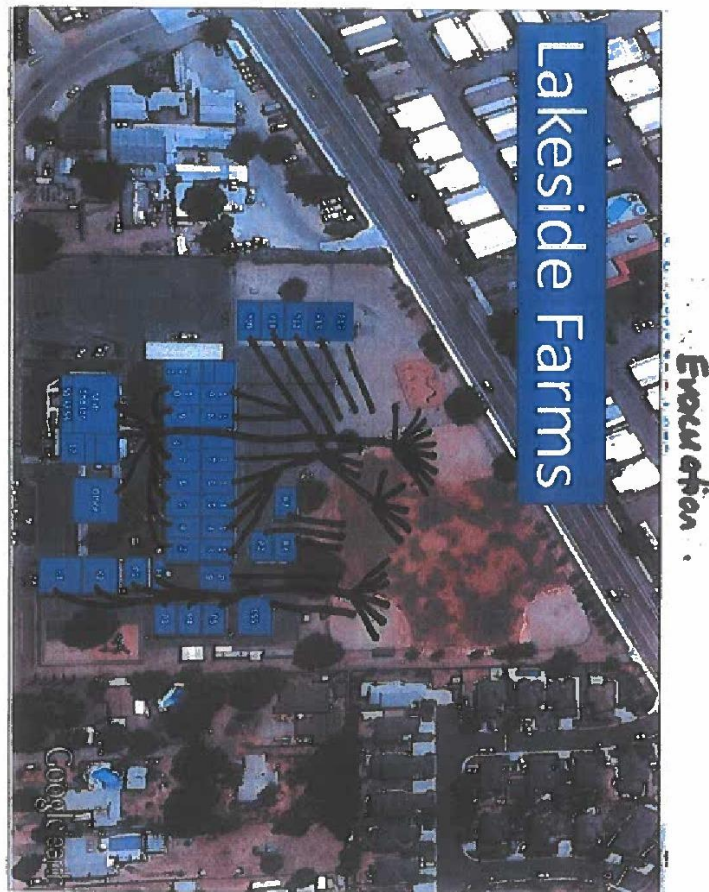
C. Staff Training

Daily Ingress/Egress Routes

Daily Ingress/Egress Routes



Emergency Evacuation Routes

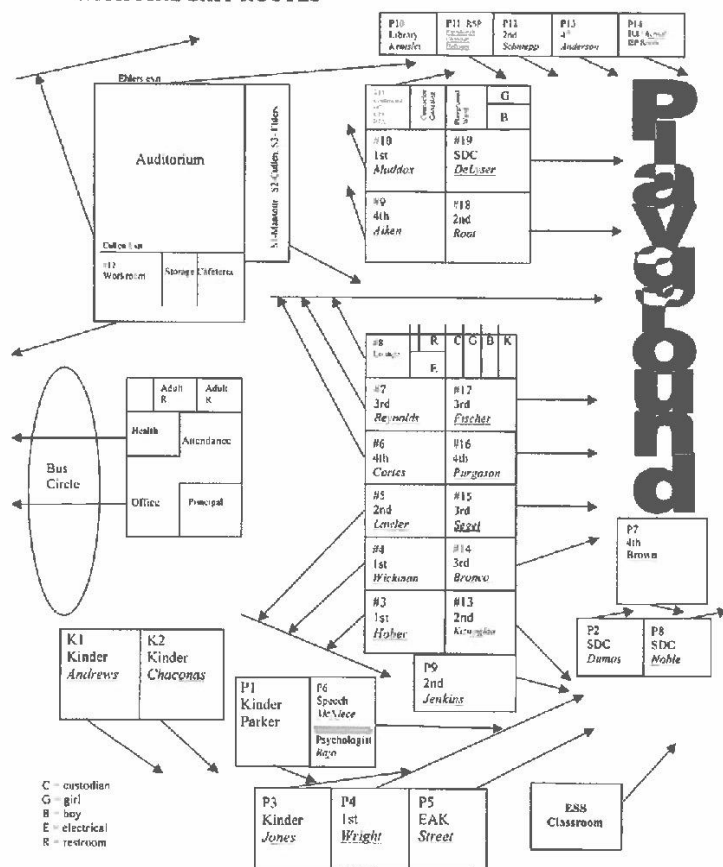


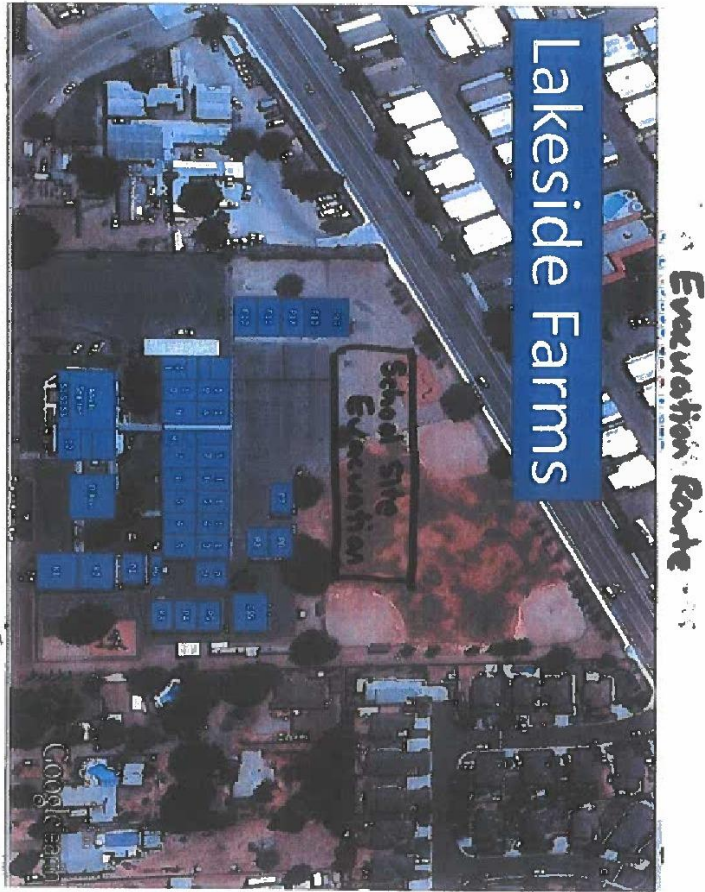
Lakeside Farms Elementary School Comprehensive Safety Plan

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Emergency Evacuation Routes

LAKESIDE UNION SCHOOL DISTRICT 2018-2019 LAKESIDE FARMS ELEMENTARY MAP WITH FIRE EXIT ROUTES





School Discipline

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

- Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training: Site level trainings at the beginning of the school year. (Done at the back to school staff meeting in August)

D. Board Policies:

BP5144 Discipline:

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5131 - Conduct)

(cf. 5131.14 - Bus Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools.

The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

(cf. 5131.41 - Use of Seclusion and Restraint)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement

appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district school, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

AR 5144 Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any

(cf. 3515.3 - District Police/Security Department)

5. For junior high, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians

(cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education under Section 504)

5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

11. Recess restriction as provided in the section below entitled "Recess Restriction"
12. Detention after school hours as provided in the section below entitled "Detention After School"
13. Community service as provided in the section below entitled "Community Service"
14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Cocurricular Activities)

15. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Recess Restriction

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. The student's teacher shall inform the principal of any recess restrictions imposed.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours, on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor

beautification, campus betterment, and teacher, peer, or youth assistance programs.
(Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline.
(Education Code 35291, 48980)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Regulation LAKESIDE UNION SCHOOL DISTRICT
approved: September 17, 2012 Lakeside, California
revised: June 27, 2019

PBIS Self Assessment

BEST Behavior Self Assessment Survey

Activity: Your Place in the Journey

1. Please complete this survey as complete as you can by yourself.

- Rate items (status & priority)
 - School-wide systems
 - Classroom systems
 - Individual Student Systems
 - Family Support and Collaboration Systems

2. When finished, compile all surveys from your school staff/team.

3. As a group, list Strengths and Needs, and

4. As a group, set goals

PBIS Self Assessment

Best Behavior Positive Behavior Interventions and Supports Assessment

School Name: Lakeside Farms

Date: 3/14/19

| Your Role (please choose one) | |
|-------------------------------|---|
| Administrator | x |
| Teacher | |
| Classified | |
| Special Education Teacher | |

| | |
|--------------------------|--|
| Related Service Provider | |
| Parent | |
| Student | |
| Other | |

| School Capacity | In place | Working on it | Not in place | Target as a goal? |
|--|----------|---------------|--------------|-------------------|
| 1. A representative building leadership team is formed to guide program implementation and evaluation of effectiveness. | | x | | |
| 2. The school administrator is an active member of the school-wide behavior support team. | x | | | |
| 3. School personnel (80% or more) have committed to improving school discipline and safety by implementing, supporting, and agreeing to use positive behavioral support systems. | | x | | |
| 4. A needs assessment has been conducted to guide intervention selection. | | x | | |
| 5. An action plan with clear goals and objectives has been developed to improve school discipline. | | | | x |
| 6. Regular school-wide behavior support team meetings are scheduled for training and planning. | | x | | |
| 7. School-wide behavior support has a budget for rewarding students (and staff), regular team meetings, teaching activities and materials, and data collection and analysis. | x | | | |
| Whole School Behavior Teaching | | | | |
| 8. 3 to 5 school-wide behavior expectations have been defined (e.g., Be safe, respectful, responsible, etc.). | x | | | |
| 9. Positive behavior expectations have been defined for each school setting (e.g., what does "safe, respectful, responsible" look like in the cafeteria, gym, restrooms, etc.). | | x | | |
| 10. Lesson plans have been developed for teaching all behavioral expectations in all school settings. | x | | | |
| 11. Rules are posted and/or visible in all school settings (e.g., hallways, classrooms, cafeteria, gym, etc.). | | | | x |
| 12. Staff has been trained to teach behavioral expectations. | | x | | |
| 13. Staff teaches behavioral expectations. | | x | | |
| 14. Behavioral expectations for each rule are taught and reviewed at least 10 times per year. | | x | | |

PBIS Self Assessment

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|--|---|---|--|--|
| 15. Expected behaviors for each specific setting are taught in that setting at least one time a year. | | x | | |
| Dealing with Problem Behavior | | | | |
| 16. Problem behaviors are clearly defined and explained to all students. | | x | | |
| 17. Consequences for problem behaviors are clearly defined and explained to all students. | | x | | |
| 18. Staff use consistent consequences for inappropriate behavior | | x | | |
| 19. Staff consistently correct and re-teach students with problem behavior. | | x | | |
| Data-Based Decision Making | | | | |
| 20. Data are collected (discipline referrals, surveys) to guide decision making. | | x | | |
| 21. Data are regularly summarized (e.g., at least monthly) by discipline/behavior support team | | x | | |
| 22. Staff receive regular (e.g., at least monthly) reports on key discipline outcomes (e.g., information about referrals, suspensions, etc.). | | x | | |
| 23. Intervention decisions and strategies are evaluated regularly (at least once per term) based on behavior data. | | x | | |
| Classroom Management | | | | |
| 24. The school has defined systems of classroom behavior management. | | x | | |
| 25. Curriculum and instruction match student ability. Students have high rates of academic success (75%+ correct) | | x | | |
| 26. Transitions within classrooms, between activities, and between settings are planned for, taught to students, well-established, and orderly | | x | | |
| Individual Student Support | | | | |
| 27. Teachers can easily get assistance with problem students in their classroom. | x | | | |
| 28. Behavioral assessments are used to identify students with problem behavior. | | x | | |
| 29. A behavior support team attends promptly (within two school days) when a student exhibits chronic problem behavior | x | | | |
| 30. Teachers are trained in, and use, effective methods to prevent behavioral escalation. | | x | | |
| 31. Teachers are trained in functional behavioral assessment and positive behavioral intervention for students with chronic problem behavior. | | x | | |
| Family Support and Collaboration | | | | |
| 32. Families are active participants in supporting whole school discipline systems | | x | | |
| 33. The school supports good parenting practices by providing information and support to families. | | x | | |
| 34. The school has defined systems for regular, positive contacts with families. | | x | | |

PBIS Self Assessment

| | | | | |
|---|---|---|--|--|
| 35. At least one parent is a member of the whole school positive discipline team | | x | | |
| 36. There is adequate staff on playgrounds, during recess and free time, and in other common areas to effectively supervise the number of students present. | x | | | |
| 37. A system of positive reinforcement is in place in all common area settings | x | | | |
| 38. Recess, free time, playground, and/or common areas are easily observable (unobstructed views) from any given position in the area. | x | | | |
| 39. Supervisors to make close contact with students in all recess, free time, playground, and/or common areas. | x | | | |
| 40. Playground, recess, or recreational equipment are safe | x | | | |
| 41. Access to and from the playground, recess, or free-time areas is supervised | x | | | |
| 42. Formal emergency or crisis procedures for students and staff on playgrounds, or in recess and other common areas, have been developed and are practiced at least twice a year | | x | | |
| 43. Common area supervision staff have been trained in active supervision techniques and methods this year | | x | | |
| 44. A system for addressing minor problem behavior in recess, playground, or common areas is in place and practiced by common area supervision staff | x | | | |
| 45. A system for addressing serious or major problem behavior in recess, playground, or common areas is in place and practiced by all common area supervision staff | x | | | |
| 46. Off limits areas are clearly identified, taught to students and staff, and known by all | | x | | |
| 47. All staff have received training in active supervision of common areas | | x | | |

PBIS Self Assessment

Setting Goals

Review the results of your self-assessment and identify the top three or four priorities for improvement of school discipline systems. List a clear goal statement, and then use the box on the right to set concrete action steps.

| Improvement Goal | Action Steps |
|---|---|
| Goal 1 Clear rules posted. | Post clear behavior expectations around campus Expectations are posted in bathrooms and classrooms. Suggestion: Have large board for recess area with game rules that have been taught / modeled. Post in hallway and cafeteria, |
| Goal 2 Review Current status of PBIS | Monthly meeting w Leadership Team. |
| Goal 3 | |
| Goal 4 | |

PBIS Self Assessment

Page 6 of 6

| Lakeside Union School District Uniform Discipline Policy (Elementary Level) Consequences may vary depending on frequency and severity of the incident(s) as well as discipline history. Parent Conference, Restorative Justice and Other Means of Correction Pre/Post Incident as Appropriate. | | | |
|---|--|---|---|
| Infractions Ed Code 48900 (a) to (o) | First Incident | Second Incident | Third Incident |
| (a)(1) Caused, Attempted, or Threatened to Cause Physical Injury to Another Student That is Substantive | Threat assessment; Up to 2 days suspension | Threat assessment; Up to 3 days suspension | Threat assessment; Up to 5 days suspension; possible expulsion |
| (a) Kicking, Pushing or Shoving (No Injury) | Site consequence(s) | Site consequence(s) | Site consequence(s); Up to 2 days suspension |
| (b) Possessed, Sold Or Furnished Any Firearm, Or Explosive | 5 days suspension; threat assessment; police report; and | | possible expulsion |
| (b) Possessed, Sold Or Furnished Any Knife Or Dangerous Object | Threat assessment; Up to 3-days suspension | Threat assessment; Up to 4 days suspension | Threat assessment; 5- days suspension; police report; possible expulsion |
| 48915(c) Brandishing a Knife | 5 days suspension; threat assessment; police report; and | | expulsion |
| (c) Possessed, Used, Furnished, or Been Under The Influence of Any Controlled Substance or Alcohol | Up to 3-days suspension; possible police report | Up to 5-days suspension; possible police report | Up to 5-days suspension; possible police report; possible expulsion |
| (d) Sold, Offered, Arranged or Negotiated to Sell Any Controlled Substance | 5 days suspension; police report; and expulsion | | |
| (f) Caused or Attempted to Cause Damage to School Property or Private Property | Restorative justice; site consequence(s); and/or up to 5-days suspension; possible police report | Restorative justice; site consequence(s); and/or up to 5-days suspension; possible police report | Restorative justice; site consequence(s); up to 5- days suspension; police report; possible expulsion |
| (g) Stolen or Attempted to Steal School Property or Private Property | Restorative justice; site consequence(s); and/or up to 2-days suspension; possible police report | Restorative justice; site consequence(s); and/or up to 3-days suspension; possible police report | Restorative justice; site consequence(s); and up to 5- days suspension; possible police report |
| (h) Possessed or Used Tobacco, or Any Products Containing Tobacco or Nicotine (Hookah Pens) | Site consequence; up to 2-days suspension | Site consequence; up to 3-days suspension | Site consequence; up to 5- days suspension; and possible expulsion |
| (i) Committed An Overtone Act or Verbal Assault Toward School Authority or Engaged in Habitual Profanity or Vulgarity | Restorative justice; site consequence(s); up to 1 day suspension | Restorative justice; site consequence(s); up to 2- days suspension | Restorative justice; site consequence(s); up to 3- days suspension |
| (i) Disrupted School Activities Or Willfully Defied The Valid Authority Of School Officials | Site consequence(s) (K- 5 th) | Site consequence(s) (K- 5 th); up to 1 day suspension (4 th or 5 th only) | Site consequence(s) (K- 5 th); up to 2 day suspension (4 th or 5 th only) |
| (i) Harassing, Intimidation or Bullying | Restorative justice; Site consequence(s) | Restorative justice; Site consequence(s); up to 1 day suspension | Restorative justice; Site consequence(s); up to 2- days suspension |
| 48900.2 Sexual Harassment | Restorative justice; Site consequence(s); up to 2- days suspension | Restorative justice; Site consequence(s); up to 3- days suspension | Restorative justice; Site consequence(s); up to 5- days suspension |
| 48900.3 Hate Motivated Behavior: race, sexual orientation, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation | Restorative justice; Site consequence(s) | Restorative justice; Site consequence(s); up to 2 days suspension | Restorative justice; Site consequence(s); up to 5 days suspension |
| Last Revised: 9/30/14 | | (Internal Use Only) | |

| Lakeside Union School District Uniform Discipline Policy (Elementary Level) Consequences may vary depending on frequency and severity of the incident(s) as well as discipline history. Parent Conference, Restorative Justice and Other Means of Correction Precedent Incident as Appropriate. | | | |
|--|---|--|--|
| Minor/Lesser Infractions | First Incident | Second Incident | Third Incident |
| Argument (No Contact) | <ul style="list-style-type: none"> Site consequence(s) Restorative justice Parent contact or Classroom visit | Restorative justice; Site consequence(s); up to 1 day suspension | Restorative justice; Site consequence(s); up to 2 days suspension |
| False Fire Alarms | <ul style="list-style-type: none"> Referral to school counselor Community service/Service learning | Restorative Justice; Site consequence(s); up to 1 day suspension | Restorative justice; Site consequence(s); up to 1 day suspension; referral to Burn Institute |
| Cheating/Plagiarism | | Zero on assignment; Site consequence(s) | Zero on assignment; Site consequence(s) |
| Misuse Of Electronic Devices | Sample site consequences Saturday School | Confiscation/Parent pick-up; Limited use | Confiscation/Warning; Device(s) banned from school |
| Cutting Class Or Out Of Class | Lunch or After School Detention | Site Consequence(s); Saturday School | Site Consequence(s); Saturday School |
| Riding Bikes Or Skateboards On Campus | Referral to Principal/AP | Confiscation | Confiscation; Saturday School |
| Forgery of Any Kind | Referral to School Counselor | Saturday School | 1-day suspension |
| Gambling | Referral to Community Based Services | Site consequence(s); Saturday School | Site consequence(s); Saturday School; up to 1 day suspension |
| Display of Gang-Related or Affiliated Symbols | Restitution | Restorative justice; Site consequence(s); Parent conference | Restorative justice; Site consequence(s); Parent conference |
| Dress Code Violations | Move to Another Classroom | Site consequence(s) | Site consequence(s); Parent conference |
| Kicking, Pushing Or Shoving (No Injury) | Conflict Mediation/No Contact Contract | Restorative justice; up to 1 day suspension | Restorative justice; up to 2 days suspension |
| Students Identified Involving Conflicts Or Fights: Running To A Photographing A Fight, Continued Presence At A Fight, Verbal Encouragement Of A Fight And Instigating A Fight (this includes verbal provocation or instigating a disruption) | Bus walker ESS suspension; etc. | Restorative justice; up to 1 day suspension | Restorative justice; up to 2 days suspension |
| Defiance/Disruption (Not suspendable under K) | | Site consequence(s) | Site consequence(s); Parent conference |
| No Show to Detention, Saturday School, or Office After Referral | | Site consequence(s) | Site consequence(s); Parent conference |
| Suspended Student on School Grounds or at School Activity | | Up to 2 days suspension; possible police report | Up to 2 days suspension; possible police report |
| Off Campus/Out of Bounds | | Site consequence(s) | Site consequence(s); Parent conference |
| Last Revised: 9/30/14 | | (Internal Use Only) | |

| Lakeside Union School District | | | |
|---|--|---|--|
| Uniform Discipline Policy (Elementary Level) | | | |
| Consequences may vary depending on frequency and severity of the incident(s) as well as discipline history. Parent Conferences, Restorative Justice and Other Means of Correction Pre/post Incident as Appropriate | | | |
| Unsafe Behavior (running, throwing objects, horseplay, spitting, etc.) | | Site consequence(s); up to 1 day suspension | Site consequence(s); up to 2-days suspension |
| Bringing Inappropriate/Unsafe Items to School | | Site consequence(s); up to 1 day suspension | Site consequence(s); up to 2-days suspension |
| Displaying Inappropriate Affection | | Site consequence(s) | Site consequence(s); parent conference |
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Dress Code

A. Board Policies:

BP 5132 Students

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide.

(Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

AR 5132 Students

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Uniforms

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting.

(Education Code 35183)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

B. Staff Training

Site level trainings at the beginning of the school year. (Done at the back to school staff meeting in August)

Routine and Emergency Disaster Procedures: Drills

Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
(Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools.

(Code of Regulations, Title 5, Section 550)

- Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
- Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- Evacuation areas will be established away from fire lanes.
- Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
- The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

- The Fire Alarm can be heard by all staff and students.
- Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
- Evacuation areas will be established away from fire lanes.
- Teachers and students are staged in an orderly fashion away from fire lanes.
- Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
- Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Active Shooter/Lockdown Drills

LUSD does not conduct active shooter lockdown drills. Lockdown drills in general are permitted and local law enforcement is availalbe to be on campus to evaluate our lockdown drills.

Active Shooter Drill Assessment Sheet

Team Member _____ Building _____

| Room | Door Barricade | Windows Covered | Lights | Interior Barricade | Teacher/ Students behind Barricade | PE at Gates | All Clear Code | Evacuation Yes/No |
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Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Lakeside Union School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References - State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service 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 county, city, city and county, state agency or public district, excluding aliens legally employed.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A disaster is defined as sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a

flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

EMERGENCY RESPONSE:

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.

Send search and rescue team to look for trapped students and staff.

Post guards a safe distance away from building entrances to assure no one re-enters.

Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.

Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.

☐ Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

☐ Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.

☐ Check for injuries, and render First Aid.

☐ After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.

☐ Check attendance at the assembly area. Report any missing students to principal/site administrator.

☐ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

☐ Stay alert for aftershocks

☐ Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

☐ Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.

☐ After shaking stops, check for injuries, and render first aid.

☐ Check attendance. Report any missing students to principal/site administrator.

☐ Stay alert for aftershocks.

☐ Keep a safe distance from any downed power lines

☐ Do NOT re-enter building until it is determined to be safe.

☐ Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

☐ Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.

☐ Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.

☐ Notify fire department and utility company of suspected breaks in utility lines or pipes.

☐ If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.

☐ Notify District Office, who will inform public information media as appropriate.

ADDITIONAL STEPS FOR THE SCHOOL:

| <u>Earthquake Size Descriptions</u> | | |
|--|--------------------------|--------------------------|
| Descriptive Title | Richter Magnitude | Intensity Effects |

| <u>Earthquake Size Descriptions</u> | | |
|--|--------------------------|---|
| Descriptive Title | Richter Magnitude | Intensity Effects |
| Minor Earthquake | 1 to 3.9 | Only observed instrumentally or felt only near the epicenter. |
| Small Earthquake | 4 to 5.9 | Surface fault movement is small or does not occur. Felt distances of up to 20 or 30 miles from the epicenter. May cause damage. |
| Moderate Earthquake | 6 to 6.9 | Moderate to severe earthquake range; fault rupture probable. |
| Major Earthquake | 7 to 7.9 | Landslides, liquefaction and ground failure triggered by shock waves. |
| Great Earthquake | 8 to 8+ | Damage extends over a broad area, depending on magnitude and other factors. |

Levels of Response

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with LUSD to respond. The affected Cities and the County of San Diego will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Diego County will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

First Things First

Annex Removed .

District and Parent Responsibilities for Students

DISTRICT RESPONSIBILITY

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

- Until regular dismissal time and released only then if it is considered safe, OR
- Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
 - a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
 - b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

Emergency Response Procedures

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

- Fire
- Peacetime Bomb Threat
- Chemical Accident
- Explosion or Threat of an Explosion
- Following an Earthquake
- Other similar occurrences that might make the building uninhabitable
- At the onset of an Active Shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

- Severe Windstorm (short warning)
- Biological or Chemical Threat

- Sniper Attack
- Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- Inside school buildings
 - Immediately TAKE COVER under desks or tables and turn away from all windows
 - Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
- Outside of School Buildings
 - Earthquake: move away from buildings
 - Take a protective position, if possible
- Explosion/Nuclear Attack:
 - Take protective position, OR,
 - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious route

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Earthquake

DROP, COVER, AND HOLD

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of

aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Near A School Building:

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Determine if EVACUATION of school site is necessary.
- ☐ Contact local fire department (call 911) to determine the correct action for your school site.
- ☐ If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION.
- ☐ Direct inspection of premises to assure that all students and personnel have left the building.
- ☐ Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- ☐ Monitor radio station for information.
- ☐ Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- ☐ If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- ☐ Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- ☐ Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

Fire In A School Building:

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Sound the fire alarm to implement EVACUATION of the building.
- ☐ Immediately EVACUATE the school using the primary or alternate fire routes.
- ☐ Notify the Fire Department (call 911).

- ☐ Direct search and rescue team to be sure all students and personnel have left the building.
- ☐ Ensure that access roads are kept open for emergency vehicles.
- ☐ Notify District Office of situation.
- ☐ Notify appropriate utility company of suspected breaks in utility lines or pipes.
- ☐ If needed, notify bus dispatch for OFF-SITE EVACUATION.
- ☐ Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- ☐ EVACUATE students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- ☐ Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Power Outage / Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.

- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Shelter-In-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- **LISTEN.** Remain quiet to hear critical instructions from school officials.
-If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Bomb Threat

**Most likely, threats of a bomb or other explosive device
will be received by telephone.**

THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

- When will the bomb explode and where is the bomb located?
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call 9-1-1. Give the following information:
 - Your name -Your call-back phone number
 - Exact street location with the nearest cross street
 - Nature of incident
 - Number and location of people involved and/or injured
- Notify Superintendent's Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.

- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance

BOMB THREAT REPORT FORM

Lakeside Union School District

| | | | | | | | | | | |
|---|--|---|-----------------------------|----------------|--|--|-----------------------|---------------|--|--|
| School: Lakeside Farms Elementary School | | | Time Call Received: | | | | Call Taken By: | | | |
| Date: | | | Time Caller Hung Up: | | | | Title: | | | |
| | | | Caller ID Info (*69) | | | | | | | |
| Questions to Ask: | | Exact Wording of Threat: " " | | | | | | | | |
| 1. When will the bomb explode? | | Caller's Voice: (circle all that apply) | | | | Caller's Language: (circle all that apply) | | | Background Sounds: (circle all that apply) | |
| 2. Where is the bomb right now? | Calm | Nasal | Deep Breathing | Cracking Voice | Well Spoken | Educated | | Street Noises | Crockery | |
| 3. What does it look like? | Angry | Stutter | Disguised | Accent | Foul | Message Taped? | | Voices | PA System | |
| 4. What kind of bomb is it? | Excited | Lisp | Serious | Used Slang | Message Read? | Young (child) | | Music | House Noises | |
| 5. What will cause it to explode? | Slow | Raspy | Incoherent | Joking | Young (adult) | Middle Aged | | Motor | Office | |
| 6. Did you place the bomb? | Rapid | Deep | Slurred | Distinct | Old | | | Factory | Machinery | |
| 7. Why? | Soft | Ragged | Clearing Throat | Normal | Caller Demographics (circle one) | | | Animal Noises | Clear | |
| 8. How did the bomb get in the school? | Loud | Laughter | Crying | Frightened | Male | Female | Unknown | Static | Local | |
| 9. Where are you calling from? | If voice is familiar, who did it sound like? | | | | Approximate Age: | | | Long Distance | Cell Phone | |
| 10. What is your name, address, phone? | Other Observations: | | | | | | | | | |

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what their purpose is for being on campus.
- Advise intruder of the trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at brunch or lunch time:

- Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- Spread SHELTER IN PLACE or LOCKDOWN alarm throughout rest of school as appropriate.

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage: All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

Hostage Situation

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- ☐ Call 911. Provide all known essential details of the situation:

- Number of hostage takers and description

- Type of weapons being used

- Number and names of hostages

- Any demands or instructions the hostage taker has given

- Description of the area

- ☐ Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.

- ☐ Protect building occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both) for all or parts of the building.

- ☐ Secure exterior doors from outside access.

- ☐ When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.

- ☐ Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.

- ☐ Identify media staging area, if appropriate. Implement a hotline for parents.

- ☐ Account for students as they are evacuated.

- ☐ Provide recovery counseling for students and staff.

STAFF ACTIONS:

- ☐ If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.

- ☐ Alert the principal/site administrator.

- ☐ Account for all students.

Lockdown: Active Shooter

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the building. The concept of LOCKDOWN is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

LOCKDOWN is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire • Rabid animal at large • Extreme violence outside the classroom

LOCKDOWN differs from SHELTER-IN-PLACE because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example:

"Attention please. We have an emergency situation and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.

Call 911. Provide location, status of campus, all available details of situation.

When clearance is received from appropriate agencies, give the ALL CLEAR instruction to indicate that it is safe to unlock the doors and return to the normal class routine.

Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.

Immediately lock doors and instruct students to lie down on the floor.

Close any shades and/or blinds if it appears safe to do so.

Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

Move quickly and quietly to the closest safe classroom.

If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room.

Remain quiet until further instructions are provided by the principal or police.

Poisoning, Chemical Spills, Hazardous Materials

POISONING

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.

Provide list of potentially affected students and staff to responding authorities.

Provide staff with information on possible poisonous materials in the building.

Notify District Superintendent of situation and number of students and staff affected.

Confer with Department of Health and Human Services before the resumption of normal school activities.

Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- ☐ Notify principal/site administrator.
- ☐ Call the Poison Center Hotline 1-800-222-1222.
- ☐ Administer first aid as directed by poison information center.
- ☐ Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- ☐ Keep poisonous materials in a locked and secure location.
- ☐ Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- ☐ Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

ADDITIONAL STEPS FOR THE SCHOOL:

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place Protocol
- Secure the area (block points of entry)

- Identify the chemical and follow the procedures for that particular chemical.
- Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the Todd Owens with the following information:
 - Date, time, and exact location of the release or threatened release
 - Name and telephone number of person reporting
 - Type of chemical involved and the estimated quantity
 - Description of potential hazards presented by the spill
 - Document time and date notification made
 - Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have present, should the need arise
- Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
- If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at 619.390.2600. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Solvents
- Motor Oil
- Diesel Fuel
- Kerosene
- Anti-Freeze
- Airborne Gases/Fumes
- Lacquer Thinner

- Paint
- Agricultural Spray
- Paint Thinner
- Stain
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the Todd Owens

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if possible.

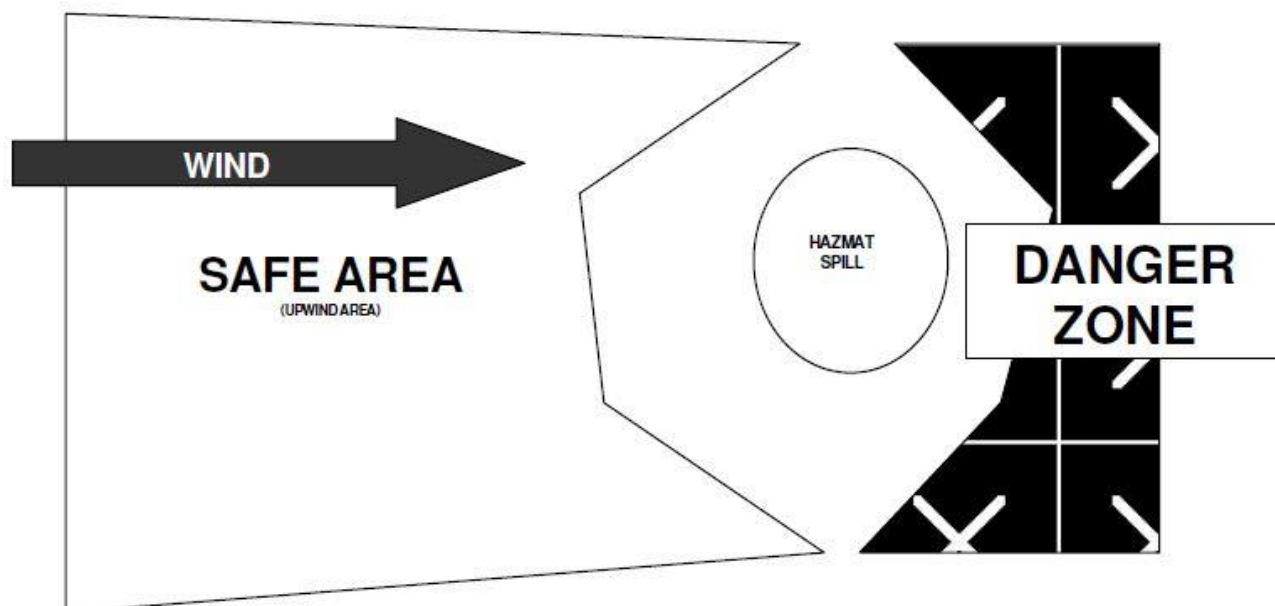
VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- Date, time, and exact location of the release
- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.



Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.

- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Medical Emergencies

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator

PRINCIPAL ACTIONS:

- Assess the victim - call 911 if appropriate
- Assign a staff member to meet rescue service and show them when the injured person is located
- Assemble emergency care and contact information of the injured person
- Monitor medical status of the injured person - even when taken to the hospital
- Assign a staff person to stay with the injured person - even if taken to the hospital
- Notify parents/guardian if the injured person is a student
- Advise staff of the situation, follow up with the parents
- Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

STAFF ACTIONS:

- ☐ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- ☐ Notify Principal/Site Administrator.
- ☐ Stay calm. Keep individual warm with a coat or blanket.
- ☐ Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- ☐ Do not give the individual anything to eat or drink.

OTHER EMERGENCY ACTIONS:

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage and Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

| TRIAGE Priorities | |
|-------------------------------------|--|
| Highest Priority - RED TAG | |
| 1. | Airway and breathing difficulties |
| 2. | Cardiac arrest |
| 3. | Uncontrolled or suspected severe bleeding |
| 4. | Severe head injuries |
| 5. | Severe medical problems |
| 6. | Open chest or abdominal wounds |
| 7. | Severe shock |
| Second Priority - YELLOW TAG | |
| 1. | Burns |
| 2. | Major multiple fractures |
| 3. | Back injuries with or without spinal cord damage |
| Third Priority - GREEN TAG | |
| 1. | Fractures or other injuries of a minor nature |
| Lowest Priority - BLACK | |
| 2. | Obviously mortal wounds where death appears reasonably certain |
| 3. | Obviously deceased |

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self and direct all patients who can walk to gather and remain in a safe place. Tag these people GREEN
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag BLACK (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag RED (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag RED
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess
- If patient cannot follow simple commands, tag RED
- If patient can follow simple commands, they will be tagged YELLOW or GREEN
- This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Suicide

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's

- | | |
|----------|--|
| Listen | to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance. |
| Observe | the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says. |
| Ask | whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is. |
| GET HELP | by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself. |
| STAY | with the person. Take the person to a CRT member and stay with that person for awhile. The person has placed trust in you, so you must help transfer that trust to the other person. |

Don'ts

- | | |
|-------|--|
| Don't | leave the person alone for even a minute. |
| Don't | act shocked or be sworn to secrecy. |
| Don't | underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden. |
| Don't | let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help. |
| Don't | take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person. |

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and call 9-1-1 for local emergency services.
Note: A casualty is a victim of an accident or disaster.
- Identify the problem and give the school address.
- Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- Determine if problem will continue or if it is over.
- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene.
- Contact Superintendent to determine need to send students home.

| PARAMEDIC TAG # | VICTIM NAME | STUDENT ID # | TIME OF DEPARTURE | Hospital |
|--------------------|-------------|-----------------|----------------------|----------|
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Signed _____ Date _____
Lakeside Farms Elementary School Comprehensive Safety Plan

Bio Terrorism

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- ☐ Notify principal.
- ☐ Move students away from immediate vicinity of danger (if outside, implement Take Cover).
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- ☐ Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate SHELTER IN PLACE.
- ☐ Shut off HVAC units.
- ☐ Move to central location where windows and doors can be sealed with duct tape.
- ☐ Call 911. Provide location and nature of the emergency and school actions taken.
- ☐ Notify District Superintendent of the situation.
- ☐ Turn on a battery-powered commercial radio and listen for instructions.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- ☐ Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- ☐ Notify principal or site administrator.
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- ☐ Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
- ☐ Follow standard student assembly, accounting and reporting procedures.
- ☐ Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger.
- ☐ Move up-wind from the potential danger.
- ☐ Call 911. Provide exact location and nature of emergency.
- ☐ Designate security team to isolate and restrict access to potentially contaminated areas.
- ☐ Wait for instructions from emergency responders-- Health or Fire Department.
- ☐ Notify District Superintendent of the situation.
- ☐ Arrange for immediate psychological counseling for students and staff.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- ☐ Wash affected areas with soap and water.
- ☐ Immediately remove and contain contaminated clothing
- ☐ Do not use bleach on potentially exposed skins.
- ☐ Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

ADDITIONAL INFORMATION:

Anthrax Threat

How to identify suspicious letters or packages:

Some characteristics of suspicious letters or packages include the following:

- Excessive postage
- Handwritten or poorly typed addresses
- Incorrect titles
- Title, but no name
- Misspellings of common words
- Oily stains, discolorations or odors
- No return address
- Excessive weight
- Lopsided or uneven envelop
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Visual distractions
- Ticking sound
- Marked with restrictive endorsements, such as "Personal" or "Confidential."
- Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax"

- Do not shake or empty the contents of any suspicious envelop or package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then leave the room and close the door, or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

- Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- Leave the room and close the door or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

- Turn off local fans or ventilation units in the area.

- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- Move upwind, uphill, upstream.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- Shut down air handling systems in the building if possible.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

INVENTORY

Lakeside Farms Elementary School
Auditorium (MPR)

| Current Useable Inventory | | | Inventory Used by Mass Prophylaxis Center | |
|---------------------------|------------------|------------|---|----------|
| Date Inventory Taken: | | | Date Inventory Taken | |
| Description | Quantity on Hand | Check mark | Quantity Used | Comments |
| Paper Goods | | | | |
| Toilet Paper | | | | |
| Hand Towels | | | | |
| Sanitary Seat Covers | | | | |
| Other | | | | |
| Liquid Soap | | | | |
| Sanitary Supplies | | | | |
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The signatures of both school personnel & center Manager verifies materials used and will be reimbursed.

Lakeside Union School District Site Personnel Signature

Mass prophylaxis center Manager Signature

Date

Date

Incident Command System

Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called Management, Planning, Operations, Logistics, and Finance/Administration.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the Incident Commander or School Commander.

No one person should be supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under Operations, however.

Common terminology:

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known before a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording.

How ICS Functions

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- reduces the incidence of ineffective coordination and communications, and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

Primary Incident Command System Functions:

Incident/School Commander (The "leader")

The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Lakeside Union School District. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The "thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

Logistics Section (The "getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

Unified Command Structure

Unified Command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a

valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

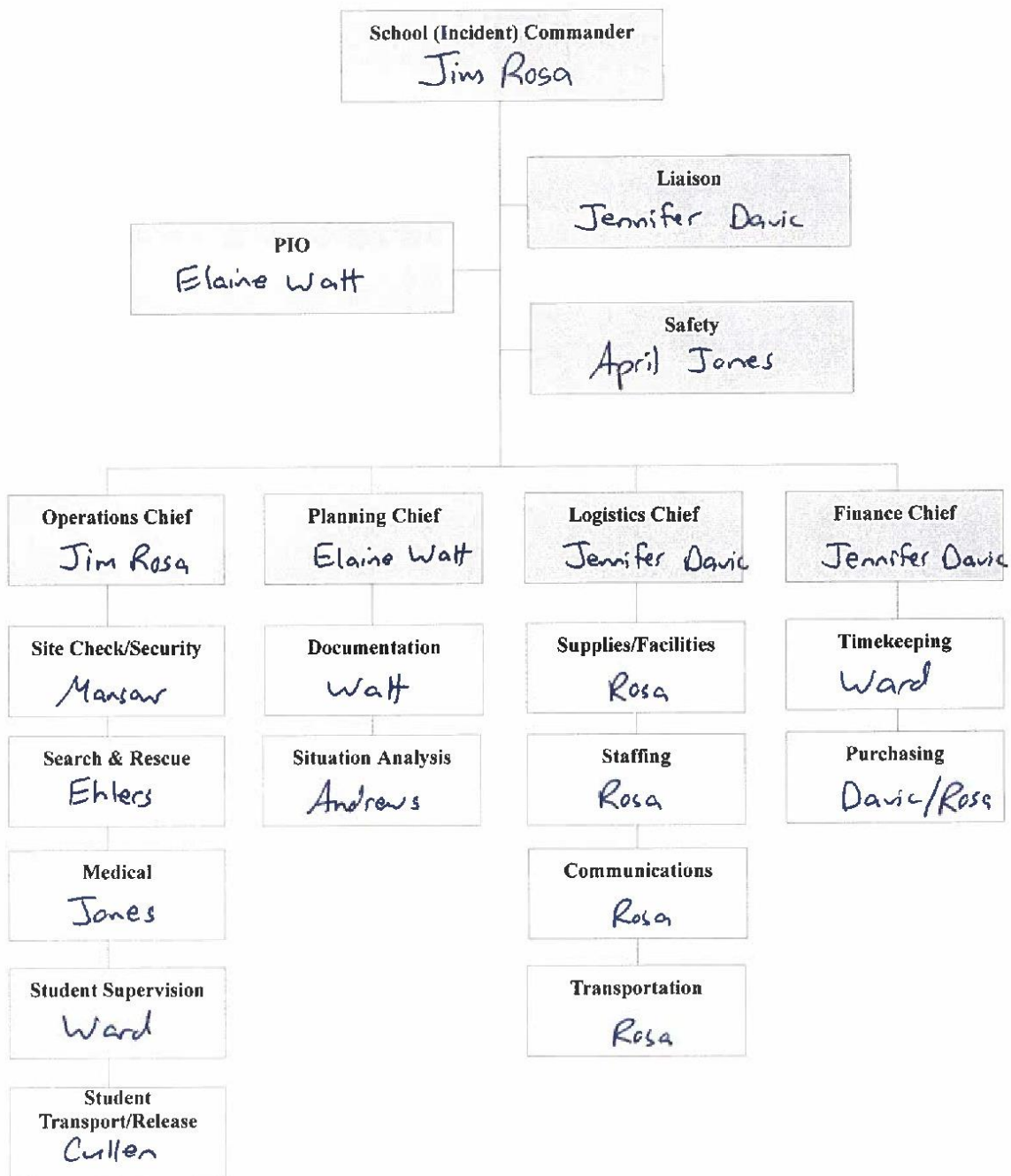
- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilitates

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

The following chart is an example of an Incident Command Structure.

Lakeside Farms Elementary School ICS TEAM



Staging Areas

Command Posts

Primary: Front Office

Secondary: ESS

Mass Care Centers

Primary: Health Office

Secondary: ESS

Evacuation Centers

On Campus: Blacktop

Off Campus: Willowbrook Golf Course

Emergency Response Teams

| Operations | | |
|-----------------|-------------------|-----------------|
| Team | Team Leader: | Staff: |
| Security | Rosemary Gonzalez | Counselor |
| Search & Rescue | Jennifer Davic | Secretary |
| Medical | April Jones | Health Clerk |
| Student Release | Elaine Watt | Attendace Clerk |

Injury/Health Emergency

Student Staging Area Teams:

| Locations | Team Leader: | Staff: |
|--------------------|--------------|-----------|
| Emergency Response | Jim Rosa | Principal |

| Planning | | |
|---------------------|----------------|------------------|
| Team | Team Leader: | Staff |
| Documentation | Elaine Watt | |
| Situation Analysis | Jennifer Davic | |
| Logistics | | |
| Team | Team Leader: | Staff: |
| Supplies/Facilities | Jennifer Davic | |
| Staffing | Jim Rosa | |
| Communication | Rose Gonzalez | |
| Transportation | April Jones | |
| Finance | | |
| Team | Team Leader: | Staff: |
| Timekeeping | Elaine Watt | Attendance Clerk |
| Purchasing | Jennifer Davic | Secretary |

District Emergency Directory

| Name | Phone Number |
|------------------|----------------|
| Todd Owens | (619) 507-9890 |
| Natalie Winspear | (619) 402-0605 |
| Lisa DeRosier | (619) 415-1367 |
| Andy Johnsen | (619) 592-9981 |
| Kim Reed | (619) 357-9902 |
| Erin Garcia | (619) 592-9315 |
| Cesar Morales | (619) 981-1600 |
| Hee-Jin Peterson | (818) 458-7406 |
| Jim Rosa | (619) 675-5380 |
| Steve Mull | (619) 838-7511 |
| Jaime Gonzalez | |
| Staci Arnold | (619) 709-3062 |
| Grace Cox | (760) 419-4610 |
| Leslie Hardiman | (619) 288-2580 |
| Tessa Green | (702) 461-0618 |
| Keith Keiper | (818) 522-7160 |

Emergency Communications

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a school:

Internal communications will be via:

- Public address systems
- Emails
- Message runner
- District telephone/emergency radio to administration offices

External communications will be via:

- The main communications network
- News bulletins, as needed, by appointed personnel only

Emergencies affecting two or more schools:

n-district communications will be via:

- Telephone, if operable
- District internal communications
- Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

Working with the news media:

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas.

Staff are to report any news media personnel that appear elsewhere on campus.

| Lakeside Union School District EOC Message Form | | | |
|--|--|---|---|
| Date | Priority (Circle one) <div style="display: flex; justify-content: space-around;"> EMERGENCY URGENT ROUTINE </div> <div style="display: flex; justify-content: space-around;"> (Life Threatened) (Property Threatened) (All Others) </div> | | |
| Time | | | |
| TO | Name _____ Title _____ Location _____ | FROM | Name _____ Title _____ Location _____ |
| Check One Take Action For Information Other _____ | | | |
| <u>Category</u> | <u>Number</u> | <u>Description</u> | |
| A. | # _____ | Fatalities | |
| B. | # _____ Minor | Injuries Minor: In need of First Aid attention only | |
| C. | # of Injured # _____ Major | Injuries (Ambulance) Major: Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock. Moderate: Burns, major multiple fractures, Back injuries with or without spinal cord damage | |
| D. | Circle one Major Moderate Minor | Property Damages Major damage: building collapse, building leaning, major ground movement causing large cracks in ground. Moderate damage: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines). Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows. | |
| E. | ___ Ambulance ___ PG&E ___ Other | Resources Needed ___ Other: (describe) | |
| Transmit only the data within the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate. | | | |
| Additional Information: Disposition: <div style="display: flex; justify-content: space-between;"> Action Requested By: (Name) Time Action provided: </div> | | | |

Media Contact Information

| <u>Television Stations</u> | <u>Fax Numbers</u> | <u>Telephone</u> |
|----------------------------|--------------------|------------------|
| Contact the DO | | |
| <u>Radio Stations</u> | <u>Fax Numbers</u> | <u>Telephone</u> |
| Contact the DO | | |
| <u>Newspapers</u> | <u>Fax Numbers</u> | <u>Telephone</u> |
| Contact the DO | | |

Recovery

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, San Diego County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

| | | |
|----------------------------------|------------------------|----------------|
| Mental Support Resource Contact: | Dr. Patricia Fernandez | (619) 457-2033 |
| Social Support Resource Contact: | Dr. Patricia Fernandez | (619) 457-2033 |

Appendices

**Lakeside Farms Elementary School
Safety Plan Annual Drill Report
2020 - 2021**

| Date | Time | | Please place a check mark below for which drill has been completed. | | | | | Principal's Signature |
|------|-------|-----|---|------|------------|----------------|--------------|-----------------------|
| | Start | End | Radio Communications | Fire | Earthquake | Active Shooter | Other Drills | |
| | | | | | | | | |
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ANNUAL DISASTER SERVICE WORKER SURVEY
2020 - 2021

| General Information | | |
|---|--|---------------------------------------|
| 1. Name | | |
| 2. Position | | |
| 3. Location | | |
| 4. Work | | |
| 5. Home Phone | | |
| Specialized Skills | | |
| 1. Bilingual? | | If yes, Language(s): |
| 2. CPR Certified? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 3. First Aid Certified? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 4. CERT (Trained?) | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 5. Simple Triage/Rapid Assessment Trained? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| Personal Responsibilities | | |
| 1. Children? | | If yes, ages: |
| 2. Special Needs? | | If yes, please describe: |
| 3. Elderly parents? | | Comments: |
| 4. Pets? | | Comments: |
| 5. Other caregivers available? | | Comments: |
| 6. Other | | |
| In an Emergency -- Confidential | | |
| 1. Anything you want us to know? Special Needs? Medications? | | |
| 2. Other: | | |

Homeland Security Advisory System



Homeland Security Advisory System (Adapted for San Diego County County)

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.

Threat Conditions and Recommended Protective Measures

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

**GREEN:
LOW RISK OF
TERRORIST ATTACK**

This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

General Measures

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for "Do Not Duplicate"
- Review and update the Emergency Call-in List.

**BLUE:
GENERAL RISK OF
TERRORIST ATTACK**

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
- Test your generator once per week.

**YELLOW
SIGNIFICANT RISK OF
TERRORIST ATTACK**

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
- Test your generator once per week.

**ORANGE
HIGH RISK OF
TERRORIST ATTACK**

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
- Be alert to parent, staff, student concerns to determine when/how to communicate.
- Communication should focus on reassurance that school is a safe place
 - Reminder - schools have existing safety plans
 - Reminder - schools practice their safety procedures
 - Reminder - schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student's fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites
- Test your generator once per week.

**RED:
SEVERE RISK OF
TERRORIST ATTACKS**

A Severe Condition reflects a severe risk of terrorist attacks. Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The San Diego County County Emergency Operations Center, will be occupied initially during the first 24 hours of a RED threat level. (Continued operation will be determined on an as-need basis.)

The San Diego County County Office of Education will provide staff at the San Diego County County Office of Emergency Operations Center to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail link to ACOE, telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the ALCO EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.
 - review communication guidelines under Orange Threat Level
 - reminder - In the event of a RED threat level, school districts have a direct communication link via amateur radio to the San Diego County County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.

- Consider canceling special events.
- Consider closing campuses, if necessary.
- Maintain close contact with your local Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

Lakeside Union School District

Lakeside Union School District
12335 Woodside Avenue Lakeside, CA
92040
Lakeside, CA, CA 92040

619.390.2600
619.561.7929
www.lsusd.net

SB 187

Comprehensive School Safety Plan Process & Templates

Lakeside Middle School
11833 Woodside Avenue Lakeside, California 92040
619 390 2636

2020-21

PREFACE

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

It is NOT intended to be a "grab and go" guide in an actual emergency.

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SB 187: School Safety Plan

Introduction

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter. (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

- Child Abuse reporting procedures
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students

- Sexual Harassment Policy
- Safe ingress and egress to and from school
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Dress Code
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

IMPLEMENTATION OF PLAN

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the school library and the main offices.

School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294,1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)p>

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- A representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

The following template may be utilized as the cover signature sheet:

**Lakeside Middle School
Safety Plan Signature Page
2020 - 2021**

The undersigned members of the Lakeside Middle School School Safety Planning Committee certify that the requirements for the SB 187 Safety Plan have been met.

Principal

President, School Site Council

Teachers Association Representative

Classified Association Representatives

Parent Representative

Law Enforcement Representative

Annual Safety Goals

Lakeside Middle School Safety Plan Goals 2020 - 2021

Goal: Complete Comprehensive Planning Through Environmental Design study in collaboration with the Sherriff's office by June 30, 2020. This will serve as baseline data and help our site to determine speciifc goals and actions for improved safety on our campus.

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting consistent with Penal Code 11164.
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A sexual harassment policy pursuant to Education Code 212.6
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing "gang related apparel," the provisions of that dress code.
- Routine and Emergency Disaster Procedures: -Emergency and Disaster Preparedness Plan -Fire Drills -Bomb Threats -Earthquake Emergency Procedure System - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students and/or parents notified that this policy exists?
- How are staff, students and/or parents notified relative to a specific incident?
- What staff/student training(s) have been completed?
- What additional trainings are needed?

Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

- Injury inflicted by another person
- Sexual Abuse
- Neglect of child's physical, health, and emotional needs.
- Unusual and willful cruelty; unjustifiable punishment.
- Unlawful corporal punishment.

2. Not Considered Child Abuse

- Mutual affray between minors
- Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For purposes of self-defense
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escapee

B. Mandated Child Abuse Reporting

- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:
The telephone call must be made immediately or as soon as practicably possible by telephone.
AND

A written report must be sent within 36 hours of the telephone call to the child protective agency.

- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
- When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
- The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
- This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

D. Child Abuse Reporting Number: 1.800.344.6000

E. Staff Training: ALL staff must complete annual Mandated Reporter Training

F. Board Policies:

Child abuse reporting procedures are detailed in LUSD Board Policies 5141.4. All LUSD Staff members follow Board Policy for Child Abuse reporting. All staff are trained annually on requirements for child abuse reporting as mandated reporters. Online training is provided by SDCOE JPA Learning Library. All staff must complete training within the first 6 weeks of the school year or within 6 weeks of employment (per Penal Code 11165.7)

Any school employee, who knows or reasonably suspects that a child has been a victim of child abuse or neglect shall report immediately or as soon as reasonably possible, by telephone, to child protective services using the CPS hotline. The employee shall follow up with the submission of Suspected Child Abuse Report form within 36 hours.

Board Policy:

Child Abuse Prevention: BP5141.4

The Governing Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse,

inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

(cf. 6143 - Courses of Study)

The Superintendent or designee shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 0450 - Comprehensive Safety Plan)

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect. The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Sexual Harassment Policy

A. DEFINITION

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:

- Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
- Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
- The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;
- The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Staff Training: All staff participate in mandatory annual sexual harassment training

C. Student Sexual Harassment Policy:

Lakeside Union School District and the Governing Board are committed to maintaining an educational environment that is free from harassment. Sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of the Civil Rights Act of 1972 and is prohibited by both federal and state laws. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation (BP 5145.7). Sexual harassment is defined in Education Code to mean unwelcome sexual advances; requests for sexual favors; or verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting. 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:

The Board believes that concerned stakeholders should always attempt to resolve their concerns at the level where the concern first started - rather than with the formal filing of a complaint with the person (as defined in this policy).

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

- Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

- Submission to or rejection of the conduct by a student is used as the basis for academic

decisions affecting the student

- The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment

- Submission to or rejection of the conduct by the student is used as the basis for any decision

affecting the student regarding benefits and services, honors, programs, or activities available

at or through any district program or activity

Unwelcome Conduct: Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

- Unwelcome leering, sexual flirtations or propositions
- Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading

descriptions

- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, notes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-gender class

- Massaging, grabbing, fondling, stroking or brushing the body

General Information Regarding Reports and/or Complaints of Sexual Harassment

Confidentiality: All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

Disciplinary Action: Anyone 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 and/or legal action. For students in grades 4 through 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.

Retaliation: The Board prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Filing a Report of Information Complaint of Discrimination, Harassment, Intimidation, or Bullying Based on Sex

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a

complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available, including counseling services. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

At any time during the process, students, parents, or guardians may contact the Title IX Coordinator to report or file an informal complaint directly with the district at:

Title IX Coordinator

Stacy Coble

Director, Human Resources

Lakeside Union School District

scoble@lsusd.net

12335 Woodside Avenue

Lakeside, CA 92040

(619) 390-2600

Filing a Formal or Uniform Complaint

Pursuant to BP 1312.3, the Board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures.

The Uniform Complaint may be mailed or filed at:

Human Resources Department

Lakeside Union School District

12335 Woodside Avenue

Lakeside, CA 90240

D. Board Policies related to Sexual Harrassment:

Board Policy 0410: Nondiscrimination in District Programs

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf.1240 - Volunteer Assistance)

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4033 - Lactation Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)
(cf. 6178 - Career Technical Education)
(cf. 6200 - Adult Education)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, application form, or other recruitment materials distributed to these groups.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4031 - Complaints Concerning Discrimination in Employment)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

Access for Individuals with Disabilities

(cf. 3540 - Transportation)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5145.13 - Response to Immigration Enforcement)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

(cf. 1330 - Use of Facilities)

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

Access for Individuals with Disabilities

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations.

When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

(cf. 6163.2 - Animals At School)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

(cf. 6020 - Parent Involvement)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator.

He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

ASSISTANT SUPERINTENDENT, ED SERVICES

12335 Woodside Avenue, Lakeside, CA 92040

(619) 390-2608

kreed@lsusd.net

Board Policy 5145.3 Students: Nondiscrimination and Harassment

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed

to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1330 - Use of Facilities)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

Board Policy 5145.7 Students: Sexual Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment 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 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 a district compliance officer.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate 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 of the harassment 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

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to 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.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

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 district schools.

(cf. 3580 - District Records)

Administrative Regulations

Administrative Regulations 5145.31 Students: Non-Discrimination For Students and Employees

This regulation is meant to advise school site staff and administration regarding transgender and gender non-conforming student concerns in order to create a safe learning environment for all students, and to ensure that every student has equal access to all components of their educational program.

Confirmation of a student's asserted gender identity will be in consultation with the student and parent or guardian with educational rights. The District recognizes that the person best situated to determine a student's gender identity is the student himself or herself. A school should accept a student's assertion of his or her gender identity in consultation with a parent, where there is

consistent and uniform assertion of the gender-related identity, and any other evidence that the gender-related identity is sincerely held as part of the person's core identity. If a student's gender-related identity, appearance, or behavior meets the standard, the only circumstance in which a school may question a student's asserted gender identity is where the school personnel have a credible basis for believing that the student's gender-related identity is being asserted for an improper purpose.

The California Education Code states that "all pupils have the right to participate fully in the educational process, free from discrimination and harassment." (Cal. Ed. Code Section 201(a).) Section 220 of the Education Code provides that no person shall be subject to discrimination on the basis of gender in any program or activity conducted by an educational institution that receives or benefits from state financial assistance.

The Code further provides that public schools have an affirmative obligation to combat sexism and other forms of bias, and a responsibility to provide equal educational opportunity to all pupils. (Cal. Ed Code Section 201(b).)

The CCR similarly provides that "No person shall be excluded from participation in or denied the benefits of any local agency's program or activity on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity conducted by an 'educational institution' or any other 'local agency'. . . that receives or benefits from any state financial assistance." (5 CCR Section 4900(a).)

The California Code of Regulations defines "gender" as: "a person's actual sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth." (5 CCR Section 4910(k).) The Board Policy prohibits gender-based harassment. It requires that "All educational programs, activities and employment practices shall be conducted without discrimination based on . . . sex, sexual orientation, [or] gender identity."

Therefore, transgender and gender non-conforming students must be protected from discrimination and harassment in the public school system. Staff must respond appropriately to ensure that schools are free from any such discrimination or harassment.

Official Records and Confidentiality

The District is required to maintain a mandatory permanent pupil record which includes the legal name of the pupil, as well as the pupil's gender. (5 Cal. Code Reg. 432(b)(1)(A). (D).)

The District shall change a student's official records to reflect a change in legal name or gender upon receipt of documentation that such legal name and/or gender have been changed pursuant to California legal requirements. Students are not required to obtain a court ordered name and/or gender change or to change their official records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

The former name and gender identity of a student shall be kept confidential. Schools shall create a procedure for keeping the student records with the former gender identity confidential, where possible.

The school shall set a procedure to update name changes and gender markers in the school's system upon request.

Access to Restrooms and Locker Rooms

All students are entitled to have access to restrooms, locker rooms and changing facilities that are sanitary, safe, and adequate, so they can comfortably and fully engage in their school program and activities. Transgender students shall not be forced to use the locker room and restroom corresponding to their gender assigned at birth. In meeting with the transgender/gender non-confirming student (and parent), it is essential that the principal and student address the student's access to the restrooms, locker room and changing facility.

Each situation needs to be reviewed and addressed based on the particular circumstances of the student and the school facilities. In all cases, the principal should be clear with the student (and parent) that the student may access the restroom, locker room, and changing facility that corresponds to the student's gender identity. All students with privacy concerns will be provided with a safe and adequate alternative, based on availability and appropriateness to address privacy concerns, such as:

1. Use of a private area in the public area (i.e., a bathroom stall with a door, an area separated by a curtain or screen, a PE instructor's office in the locker room);
2. A separate changing schedule (either utilizing the locker room before or after the other students); or
3. Use of a nearby private area (i.e., a nearby restroom, a unisex restroom, or a nurse's office).

Physical Education and Intramural and Interscholastic Activities

Transgender students shall

not be denied the opportunity to participate in physical education, nor shall they be forced to have physical education outside of the assigned class time.

Where there are sex-segregated classes or athletic activities, all students must be allowed to participate in a manner consistent with their gender identity. The California Interscholastic Federation (CIF) has provided bylaws stating that all students should have the opportunity to participate in CIF activities in a manner consistent with their gender identity. The District will provide athletic opportunities consistent with the gender identity of each student.

Whenever students are separated by gender in school activities, or subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such rule, policy, or practice consistent with their gender identity.

Names/Pronouns

Students shall have the right to be addressed by a name and pronoun corresponding to their gender identity that is consistently and uniformly asserted at school. This directive does not prohibit inadvertent slips or honest mistakes, but it does apply to an intentional and persistent refusal to respect a student's gender identity. The requested name shall be included in the school's data retention system in addition to the student's legal name, in order to inform teachers of the name and pronoun to use when addressing the student.

To create a safe and supportive environment for the student, the school shall engage the student and parent with respect to name and pronoun use, and agree on a plan to initiate that name and pronoun use within the school.

Dress Code

Generally, students should be permitted to participate in gender-segregated recreational gym class activities and sports in accordance with the student's gender identity that is consistently and uniformly asserted at school. Participation in competitive athletic activities and contact sports will be resolved on a case by case basis.

School sites can enforce dress codes that are adopted pursuant to Education Code 35291. Students shall have the right to dress in accordance with their gender identity that is exclusively and consistently asserted at school, within the constraints of the dress codes adopted at their school site. This regulation does not limit a student's right to dress in accordance with the school dress code policy.

Parent Notification

School Administration will respect the privacy of students who discuss the issue of their gender identity with school personnel. There will be parent notification upon official request by the student to change their gender identity of record.

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: December 12, 2013 Lakeside, California

Administrative Regulations 4031 Personnel: Complaints Concerning Discrimination in Employment

Complaint Procedure

Any complaint by an employee or job applicant alleging discrimination or harassment shall be addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: Any employee or job applicant (the "complainant") who believes he/she has been subjected to prohibited discrimination or harassment shall promptly inform his/her supervisor, the district's Coordinator for Nondiscrimination in Employment, or the Superintendent.

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the Coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

2. Investigation Process: The Coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five school days of receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The Coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The Coordinator shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

If the Coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the Coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

When necessary to carry out his/her investigation or to protect employee or student safety, the Coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The Coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The Coordinator shall ensure that such interim measures do not constitute retaliation.

3. Written Report on Findings and Corrective Action: No more than 30 days after receiving the complaint, the Coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator shall notify the complainant and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

The report shall be presented to the complainant, the person accused, and the Superintendent or designee.

4. Appeal to the Governing Board: The complainant or the person accused may appeal any findings to the Board within 10 working days of receiving the written report of the Coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 working days.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 9321 - Closed Session Purposes and Agendas)

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may also file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960 (Government Code 12960)

2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)

3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

Administrative Regulations 5145.3 Students: Nondiscrimination and Harassment

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including

Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent
12335 Woodside Avenue
Lakeside, CA 92040
(619) 390-2608

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.

(cf. 5145.6 - Parental Notifications)

4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so.

(Education Code 234.1)

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity

2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As

appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's

assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity,

without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress Code)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

revised: April 16, 2015

Definitions

Prohibited

sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.

2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.

3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.

4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. Such training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position.

(Government Code 12950.1)

A supervisory employee is any employee with the authority to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or to effectively recommend such action.

The district's sexual harassment training and education program for supervisory employees shall include the provision of (Government Code 12950.1; 2 CCR 7288.0):

1. Information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment.
2. Practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation.
3. A component on the prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance
4. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
5. All other contents of mandated training specified in 2 CCR 11023

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
 2. The definition of sexual harassment under applicable state and federal law
 3. A description of sexual harassment, with examples
 4. The district's complaint process available to the employee
- (cf. 4031 - Complaints Concerning Discrimination in Employment)
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
 6. Directions on how to contact DFEH and the EEOC
 7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 12, 2012 Lakeside, California

revised: February 11, 2016

Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school or private property.
- Possessed or used 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.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit sexual assault.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be

suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period, whether on or off the campus.
- During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

- Causing serious physical injury to another person, except in self-defense.
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- Unlawful possession of any controlled substance, as defined under Ed. Code.
- Robbery or extortion.
- Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance as defined by Education Code.
- Committing or attempting to commit a sexual assault as defined in the Education Code.

Board Policies:

AR 5144 Students

Discipline

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques

whenever possible. In addition, discipline shall be used in a manner that corrects student behavior without intentionally creating an adverse effect on student learning or health.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5136 - Gangs)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.5 - Student Success Teams)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Board Policy 5144.1: Suspension And Expulsion/Due Process

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law, in policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
 2. While going to or coming from school
 3. During the lunch period, whether on or off the school campus
- (cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension

shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 1020 - Youth Services)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in public an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

AR 5144.1 Students Suspension And Expulsion/Due Process Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be subject to suspension or expulsion shall be only those as follows:

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(a) and (t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Knowingly received stolen school property or private property. (Education Code 48900(l))

12. Possessed an imitation firearm. (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

Hazing means a method of initiation or preinitiation into a student 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 or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability

to participate in or benefit from the services, activities, or privileges provided by a school.
(Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability.
(Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property

damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

A teacher may not suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any other acts specified Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal, or Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal, may in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

(cf. 5125 - Student Records)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

(cf. 5125 - Student Records)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school

for the purpose of the conference the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

b. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

c. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion": Grades K-12 and "Additional Grounds for Suspension and Expulsion Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an expellable offence above under "Grounds for Suspension and Expulsion", the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment.

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that another student's privacy rights are not violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued

in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

a. Any complaining witness shall be given five days' notice before being called to testify.

b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.

e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of

the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and be permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with parent/guardian and district staff, including the student's teachers, and with the student's parent/guardian regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel, or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session

or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #19-21 under "Grounds for Suspension and Expulsion: Grades K-12 and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees.
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record, and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

AR 5144.2 Students

Suspension And Expulsion/Due Process (Students With Disabilities)

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
(cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530) The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530) (cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

- Identify off-campus evacuation site(s).
- Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization: Lakeside School District Transportation Facility

Address: 9707 Marilla Drive

Contact: Todd Owens

Phone Number: 390 2605

Date of Agreement: January 2020

Organization: RIVER Valley Charter School

Address: 9707 1/2 Marilla Drive

Contact: Brooke Fagin

Phone Number: 619 390 3579

Date of Agreement: January 2020

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

C. Staff Training

School Discipline

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

- Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training:

D. Board Policies:

BP5144 Discipline:

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5131 - Conduct)

(cf. 5131.14 - Bus Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools.

The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

(cf. 5131.41 - Use of Seclusion and Restraint)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district school, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

AR 5144

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians

2. Teachers

3. School administrators

4. School security personnel, if any

(cf. 3515.3 - District Police/Security Department)

5. For junior high, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians

(cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

11. Recess restriction as provided in the section below entitled "Recess Restriction"
12. Detention after school hours as provided in the section below entitled "Detention After School"
13. Community service as provided in the section below entitled "Community Service"
14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Cocurricular Activities)

15. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Recess Restriction

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. The student's teacher shall inform the principal of any recess restrictions imposed.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours, on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor

beautification, campus betterment, and teacher, peer, or youth assistance programs.
(Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline.
(Education Code 35291, 48980)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Regulation LAKESIDE UNION SCHOOL DISTRICT
approved: September 17, 2012 Lakeside, California
revised: June 27, 2019

Dress Code

A. Board Policies:

BP 5132 Students

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide.

(Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

AR 5132 Students

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Uniforms

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting.

(Education Code 35183)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

B. Staff Training

Routine and Emergency Disaster Procedures: Drills

Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
(Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools.

(Code of Regulations, Title 5, Section 550)

- Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
- Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- Evacuation areas will be established away from fire lanes.
- Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
- The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

- The Fire Alarm can be heard by all staff and students.
- Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
- Evacuation areas will be established away from fire lanes.
- Teachers and students are staged in an orderly fashion away from fire lanes.
- Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
- Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Active Shooter/Lockdown Drills

LUSD does not conduct active shooter lockdown drills. Lockdown drills in general are permitted and local law enforcement is availalbe to be on campus to evaluate our lockdown drills.

Active Shooter Drill Assessment Sheet

Team Member _____ Building _____

| Room | Door Barricade | Windows Covered | Lights | Interior Barricade | Teacher/ Students behind Barricade | PE at Gates | All Clear Code | Evacuation Yes/No |
|------|----------------|-----------------|--------|--------------------|------------------------------------|-------------|----------------|-------------------|
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Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Lakeside Union School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References - State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service 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 county, city, city and county, state agency or public district, excluding aliens legally employed.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A disaster is defined as sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a

flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

EMERGENCY RESPONSE:

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.

Send search and rescue team to look for trapped students and staff.

Post guards a safe distance away from building entrances to assure no one re-enters.

Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.

Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.

☐ Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

☐ Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.

☐ Check for injuries, and render First Aid.

☐ After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.

☐ Check attendance at the assembly area. Report any missing students to principal/site administrator.

☐ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

☐ Stay alert for aftershocks

☐ Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

☐ Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.

☐ After shaking stops, check for injuries, and render first aid.

☐ Check attendance. Report any missing students to principal/site administrator.

☐ Stay alert for aftershocks.

☐ Keep a safe distance from any downed power lines

☐ Do NOT re-enter building until it is determined to be safe.

☐ Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

☐ Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.

☐ Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.

☐ Notify fire department and utility company of suspected breaks in utility lines or pipes.

☐ If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.

☐ Notify District Office, who will inform public information media as appropriate.

ADDITIONAL STEPS FOR THE SCHOOL:

| <u>Earthquake Size Descriptions</u> | | |
|--|--------------------------|--------------------------|
| Descriptive Title | Richter Magnitude | Intensity Effects |

| <u>Earthquake Size Descriptions</u> | | |
|--|--------------------------|---|
| Descriptive Title | Richter Magnitude | Intensity Effects |
| Minor Earthquake | 1 to 3.9 | Only observed instrumentally or felt only near the epicenter. |
| Small Earthquake | 4 to 5.9 | Surface fault movement is small or does not occur. Felt distances of up to 20 or 30 miles from the epicenter. May cause damage. |
| Moderate Earthquake | 6 to 6.9 | Moderate to severe earthquake range; fault rupture probable. |
| Major Earthquake | 7 to 7.9 | Landslides, liquefaction and ground failure triggered by shock waves. |
| Great Earthquake | 8 to 8+ | Damage extends over a broad area, depending on magnitude and other factors. |

Levels of Response

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with LUSD to respond. The affected Cities and the County of San Diego will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Diego County will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

District and Parent Responsibilities for Students

DISTRICT RESPONSIBILITY

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

- Until regular dismissal time and released only then if it is considered safe, OR
- Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
 - a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
 - b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

Emergency Response Procedures

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

- Fire
- Peacetime Bomb Threat
- Chemical Accident
- Explosion or Threat of an Explosion
- Following an Earthquake
- Other similar occurrences that might make the building uninhabitable
- At the onset of an Active Shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

- Severe Windstorm (short warning)
- Biological or Chemical Threat

- Sniper Attack
- Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- Inside school buildings
 - Immediately TAKE COVER under desks or tables and turn away from all windows
 - Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
- Outside of School Buildings
 - Earthquake: move away from buildings
 - Take a protective position, if possible
- Explosion/Nuclear Attack:
 - Take protective position, OR,
 - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious route

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Earthquake

DROP, COVER, AND HOLD

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of

aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Near A School Building:

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Determine if EVACUATION of school site is necessary.
- ☐ Contact local fire department (call 911) to determine the correct action for your school site.
- ☐ If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION.
- ☐ Direct inspection of premises to assure that all students and personnel have left the building.
- ☐ Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- ☐ Monitor radio station for information.
- ☐ Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- ☐ If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- ☐ Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- ☐ Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

Fire In A School Building:

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Sound the fire alarm to implement EVACUATION of the building.
- ☐ Immediately EVACUATE the school using the primary or alternate fire routes.
- ☐ Notify the Fire Department (call 911).

- ☐ Direct search and rescue team to be sure all students and personnel have left the building.
- ☐ Ensure that access roads are kept open for emergency vehicles.
- ☐ Notify District Office of situation.
- ☐ Notify appropriate utility company of suspected breaks in utility lines or pipes.
- ☐ If needed, notify bus dispatch for OFF-SITE EVACUATION.
- ☐ Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- ☐ EVACUATE students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- ☐ Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Power Outage / Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.

- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Shelter-In-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- **LISTEN.** Remain quiet to hear critical instructions from school officials.
-If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Bomb Threat

**Most likely, threats of a bomb or other explosive device
will be received by telephone.**

THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

- When will the bomb explode and where is the bomb located?
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call 9-1-1. Give the following information:
 - Your name -Your call-back phone number
 - Exact street location with the nearest cross street
 - Nature of incident
 - Number and location of people involved and/or injured
- Notify Superintendent's Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.

- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance

BOMB THREAT REPORT FORM

Lakeside Union School District

| | | | | | | | | | | |
|--|--|---|-----------------------------|----------------|--|--|-----------------------|---------------|--|--|
| School: Lakeside Middle School | | | Time Call Received: | | | | Call Taken By: | | | |
| Date: | | | Time Caller Hung Up: | | | | Title: | | | |
| | | | Caller ID Info (*69) | | | | | | | |
| Questions to Ask: | | Exact Wording of Threat: " " | | | | | | | | |
| 1. When will the bomb explode? | | Caller's Voice: (circle all that apply) | | | | Caller's Language: (circle all that apply) | | | Background Sounds: (circle all that apply) | |
| 2. Where is the bomb right now? | Calm | Nasal | Deep Breathing | Cracking Voice | Well Spoken | Educated | | Street Noises | Crockery | |
| 3. What does it look like? | Angry | Stutter | Disguised | Accent | Foul | Message Taped? | | Voices | PA System | |
| 4. What kind of bomb is it? | Excited | Lisp | Serious | Used Slang | Message Read? | Young (child) | | Music | House Noises | |
| 5. What will cause it to explode? | Slow | Raspy | Incoherent | Joking | Young (adult) | Middle Aged | | Motor | Office | |
| 6. Did you place the bomb? | Rapid | Deep | Slurred | Distinct | Old | | | Factory | Machinery | |
| 7. Why? | Soft | Ragged | Clearing Throat | Normal | Caller Demographics (circle one) | | | Animal Noises | Clear | |
| 8. How did the bomb get in the school? | Loud | Laughter | Crying | Frightened | Male | Female | Unknown | Static | Local | |
| 9. Where are you calling from? | If voice is familiar, who did it sound like? | | | | Approximate Age: | | | Long Distance | Cell Phone | |
| 10. What is your name, address, phone? | Other Observations: | | | | | | | | | |

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what their purpose is for being on campus.
- Advise intruder of the trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at brunch or lunch time:

- Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- Spread SHELTER IN PLACE or LOCKDOWN alarm throughout rest of school as appropriate.

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage: All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

Hostage Situation

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- ☐ Call 911. Provide all known essential details of the situation:

- Number of hostage takers and description

- Type of weapons being used

- Number and names of hostages

- Any demands or instructions the hostage taker has given

- Description of the area

- ☐ Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.

- ☐ Protect building occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both) for all or parts of the building.

- ☐ Secure exterior doors from outside access.

- ☐ When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.

- ☐ Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.

- ☐ Identify media staging area, if appropriate. Implement a hotline for parents.

- ☐ Account for students as they are evacuated.

- ☐ Provide recovery counseling for students and staff.

STAFF ACTIONS:

- ☐ If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.

- ☐ Alert the principal/site administrator.

- ☐ Account for all students.

Lockdown: Active Shooter

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the building. The concept of LOCKDOWN is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

LOCKDOWN is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire • Rabid animal at large • Extreme violence outside the classroom

LOCKDOWN differs from SHELTER-IN-PLACE because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example:

"Attention please. We have an emergency situation and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.

Call 911. Provide location, status of campus, all available details of situation.

When clearance is received from appropriate agencies, give the ALL CLEAR instruction to indicate that it is safe to unlock the doors and return to the normal class routine.

Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.

Immediately lock doors and instruct students to lie down on the floor.

Close any shades and/or blinds if it appears safe to do so.

Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

Move quickly and quietly to the closest safe classroom.

If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room.

Remain quiet until further instructions are provided by the principal or police.

Poisoning, Chemical Spills, Hazardous Materials

POISONING

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.

Provide list of potentially affected students and staff to responding authorities.

Provide staff with information on possible poisonous materials in the building.

Notify District Superintendent of situation and number of students and staff affected.

Confer with Department of Health and Human Services before the resumption of normal school activities.

Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- ☐ Notify principal/site administrator.
- ☐ Call the Poison Center Hotline 1-800-222-1222.
- ☐ Administer first aid as directed by poison information center.
- ☐ Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- ☐ Keep poisonous materials in a locked and secure location.
- ☐ Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- ☐ Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

ADDITIONAL STEPS FOR THE SCHOOL:

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place Protocol
- Secure the area (block points of entry)

- Identify the chemical and follow the procedures for that particular chemical.
- Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the Todd Owens with the following information:
 - Date, time, and exact location of the release or threatened release
 - Name and telephone number of person reporting
 - Type of chemical involved and the estimated quantity
 - Description of potential hazards presented by the spill
 - Document time and date notification made
 - Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have present, should the need arise
- Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
- If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at 619.390.2600. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Solvents
- Motor Oil
- Diesel Fuel
- Kerosene
- Anti-Freeze
- Airborne Gases/Fumes
- Lacquer Thinner

- Paint
- Agricultural Spray
- Paint Thinner
- Stain
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the Todd Owens

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if possible.

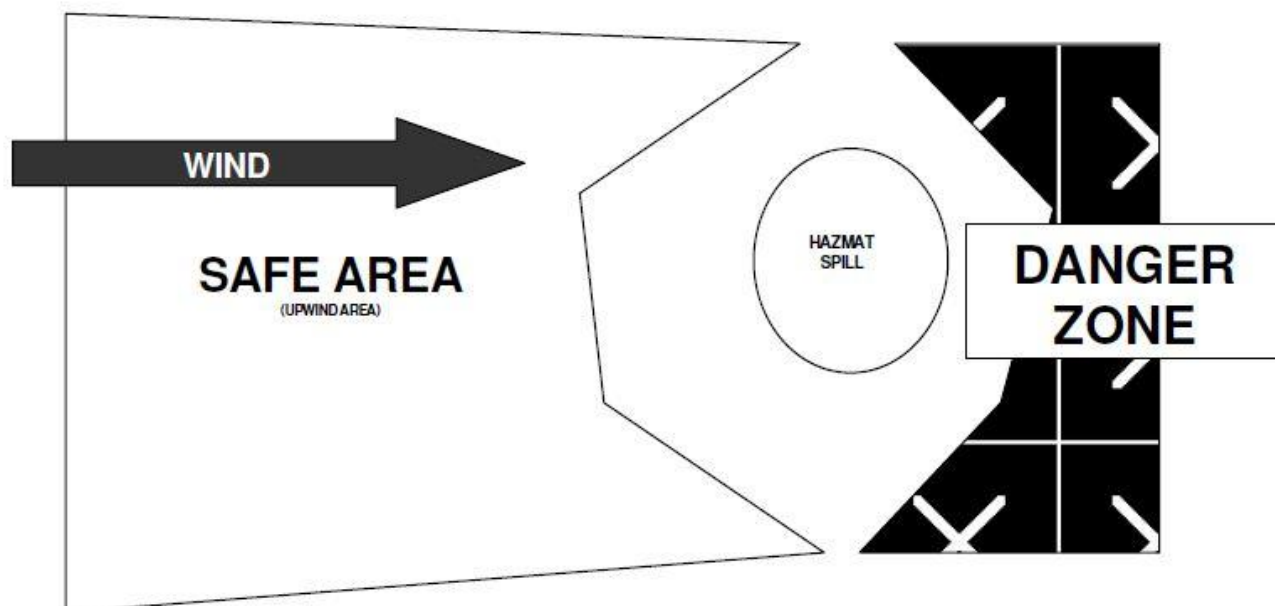
VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- Date, time, and exact location of the release
- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.



Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.

- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Medical Emergencies

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator

PRINCIPAL ACTIONS:

- Assess the victim - call 911 if appropriate
- Assign a staff member to meet rescue service and show them when the injured person is located
- Assemble emergency care and contact information of the injured person
- Monitor medical status of the injured person - even when taken to the hospital
- Assign a staff person to stay with the injured person - even if taken to the hospital
- Notify parents/guardian if the injured person is a student
- Advise staff of the situation, follow up with the parents
- Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

STAFF ACTIONS:

- ☐ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- ☐ Notify Principal/Site Administrator.
- ☐ Stay calm. Keep individual warm with a coat or blanket.
- ☐ Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- ☐ Do not give the individual anything to eat or drink.

OTHER EMERGENCY ACTIONS:

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage and Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

| TRIAGE Priorities | |
|-------------------------------------|--|
| Highest Priority - RED TAG | |
| 1. | Airway and breathing difficulties |
| 2. | Cardiac arrest |
| 3. | Uncontrolled or suspected severe bleeding |
| 4. | Severe head injuries |
| 5. | Severe medical problems |
| 6. | Open chest or abdominal wounds |
| 7. | Severe shock |
| Second Priority - YELLOW TAG | |
| 1. | Burns |
| 2. | Major multiple fractures |
| 3. | Back injuries with or without spinal cord damage |
| Third Priority - GREEN TAG | |
| 1. | Fractures or other injuries of a minor nature |
| Lowest Priority - BLACK | |
| 2. | Obviously mortal wounds where death appears reasonably certain |
| 3. | Obviously deceased |

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self and direct all patients who can walk to gather and remain in a safe place. Tag these people GREEN
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag BLACK (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag RED (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag RED
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess
- If patient cannot follow simple commands, tag RED
- If patient can follow simple commands, they will be tagged YELLOW or GREEN
- This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Suicide

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's

- | | |
|----------|--|
| Listen | to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance. |
| Observe | the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says. |
| Ask | whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is. |
| GET HELP | by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself. |
| STAY | with the person. Take the person to a CRT member and stay with that person for awhile. The person has placed trust in you, so you must help transfer that trust to the other person. |

Don'ts

- | | |
|-------|--|
| Don't | leave the person alone for even a minute. |
| Don't | act shocked or be sworn to secrecy. |
| Don't | underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden. |
| Don't | let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help. |
| Don't | take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person. |

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and call 9-1-1 for local emergency services.
Note: A casualty is a victim of an accident or disaster.
- Identify the problem and give the school address.
- Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- Determine if problem will continue or if it is over.
- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene.
- Contact Superintendent to determine need to send students home.

| PARAMEDIC TAG # | VICTIM NAME | STUDENT ID # | TIME OF DEPARTURE | Hospital |
|--------------------|-------------|-----------------|----------------------|----------|
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Signed _____ Date _____
Lakeside Middle School Comprehensive Safety Plan

Bio Terrorism

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- ☐ Notify principal.
- ☐ Move students away from immediate vicinity of danger (if outside, implement Take Cover).
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- ☐ Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate SHELTER IN PLACE.
- ☐ Shut off HVAC units.
- ☐ Move to central location where windows and doors can be sealed with duct tape.
- ☐ Call 911. Provide location and nature of the emergency and school actions taken.
- ☐ Notify District Superintendent of the situation.
- ☐ Turn on a battery-powered commercial radio and listen for instructions.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- ☐ Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- ☐ Notify principal or site administrator.
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- ☐ Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
- ☐ Follow standard student assembly, accounting and reporting procedures.
- ☐ Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger.
- ☐ Move up-wind from the potential danger.
- ☐ Call 911. Provide exact location and nature of emergency.
- ☐ Designate security team to isolate and restrict access to potentially contaminated areas.
- ☐ Wait for instructions from emergency responders-- Health or Fire Department.
- ☐ Notify District Superintendent of the situation.
- ☐ Arrange for immediate psychological counseling for students and staff.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- ☐ Wash affected areas with soap and water.
- ☐ Immediately remove and contain contaminated clothing
- ☐ Do not use bleach on potentially exposed skins.
- ☐ Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

ADDITIONAL INFORMATION:

Anthrax Threat

How to identify suspicious letters or packages:

Some characteristics of suspicious letters or packages include the following:

- Excessive postage
- Handwritten or poorly typed addresses
- Incorrect titles
- Title, but no name
- Misspellings of common words
- Oily stains, discolorations or odors
- No return address
- Excessive weight
- Lopsided or uneven envelop
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Visual distractions
- Ticking sound
- Marked with restrictive endorsements, such as "Personal" or "Confidential."
- Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax"

- Do not shake or empty the contents of any suspicious envelop or package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then leave the room and close the door, or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

- Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- Leave the room and close the door or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

- Turn off local fans or ventilation units in the area.

- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- Move upwind, uphill, upstream.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- Shut down air handling systems in the building if possible.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

INVENTORY

Lakeside Middle School Theater

| Current Useable Inventory | | | Inventory Used by Mass Prophylaxis Center | |
|---------------------------|------------------|------------|---|----------|
| Date Inventory Taken: | | | Date Inventory Taken | |
| Description | Quantity on Hand | Check mark | Quantity Used | Comments |
| Paper Goods | | | | |
| Toilet Paper | | | | |
| Hand Towels | | | | |
| Sanitary Seat Covers | | | | |
| Other | | | | |
| Liquid Soap | | | | |
| Sanitary Supplies | | | | |
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The signatures of both school personnel & center Manager verifies materials used and will be reimbursed.

Lakeside Union School District Site Personnel Signature

Mass prophylaxis center Manager Signature

Date

Date

Incident Command System

Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called Management, Planning, Operations, Logistics, and Finance/Administration.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the Incident Commander or School Commander.

No one person should be supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under Operations, however.

Common terminology:

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known before a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording.

How ICS Functions

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- reduces the incidence of ineffective coordination and communications, and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

Primary Incident Command System Functions:

Incident/School Commander (The "leader")

The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Lakeside Union School District. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The "thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

Logistics Section (The "getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

Unified Command Structure

Unified Command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a

valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilitates

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

The following chart is an example of an Incident Command Structure.

Staging Areas

Command Posts

Primary: School Theater

Secondary: Transportation Building

Mass Care Centers

Primary: School Theater

Secondary: Transportation Building

Evacuation Centers

On Campus: Field

Off Campus: Transportation Building

Emergency Response Teams

| Operations | | |
|-----------------|--------------|------------------------------------|
| Team | Team Leader: | Staff: |
| Security | Haynes | Mendoza, Fearn, Grosskreutz, Smith |
| Search & Rescue | Huden | Smith, Neely, Messina |
| Medical | Faord | Cara, Robledo |
| Student Release | Georgi | Van Nest, Hudson |

Injury/Health Emergency

Student Staging Area Teams:

| Locations | Team Leader: | Staff: |
|-----------|--------------|--------------------|
| | Saake | All other teachers |

| Planning | | |
|---------------------|--------------|--------|
| Team | Team Leader: | Staff |
| Documentation | Olson | |
| Situation Analysis | Gonzalez | |
| Logistics | | |
| Team | Team Leader: | Staff: |
| Supplies/Facilities | Hartwig | |
| Staffing | Justeson | |
| Communication | Ward | |
| Transportation | Dobyns | |
| Finance | | |
| Team | Team Leader: | Staff: |
| Timekeeping | McNellen | |
| Purchasing | Drake | |

District Emergency Directory

| Name | Phone Number |
|------------------|----------------|
| Todd Owens | (619) 507-9890 |
| Natalie Winspear | (619) 402-0605 |
| Lisa DeRosier | (619) 415-1367 |
| Andy Johnsen | (619) 592-9981 |
| Kim Reed | (619) 357-9902 |
| Erin Garcia | (619) 592-9315 |
| Stacy Coble | (619) 981-1600 |
| Hee-Jin Peterson | (818) 458-7406 |
| Jim Rosa | (619) 675-5380 |
| Steve Mull | (619) 838-7511 |
| Jaime Gonzalez | |
| Staci Arnold | (619) 709-3062 |
| Nina Drammissi | (619) 249-5963 |
| Grace Cox | (760) 419-4610 |
| Leslie Hardiman | (619) 288-2580 |
| Tessa Green | (702) 461-0618 |
| Keith Keiper | (818) 522-7160 |

Emergency Communications

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a school:

Internal communications will be via:

- Public address systems
- Emails
- Message runner
- District telephone/emergency radio to administration offices

External communications will be via:

- The main communications network
- News bulletins, as needed, by appointed personnel only

Emergencies affecting two or more schools:

n-district communications will be via:

- Telephone, if operable
- District internal communications
- Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

Working with the news media:

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas.

Staff are to report any news media personnel that appear elsewhere on campus.

| Lakeside Union School District EOC Message Form | | | |
|--|--|---|---|
| Date | Priority (Circle one) <div style="display: flex; justify-content: space-around;"> EMERGENCY URGENT ROUTINE </div> <div style="display: flex; justify-content: space-around;"> (Life Threatened) (Property Threatened) (All Others) </div> | | |
| Time | | | |
| TO | Name _____ Title _____ Location _____ | FROM | Name _____ Title _____ Location _____ |
| Check One Take Action For Information Other _____ | | | |
| <u>Category</u> | <u>Number</u> | <u>Description</u> | |
| A. | # _____ | Fatalities | |
| B. | # _____ Minor | Injuries Minor: In need of First Aid attention only | |
| C. | # of Injured # _____ Major # _____ Moderate | Injuries (Ambulance) Major: Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock. Moderate: Burns, major multiple fractures, Back injuries with or without spinal cord damage | |
| D. | Circle one Major Moderate Minor | Property Damages Major damage: building collapse, building leaning, major ground movement causing large cracks in ground. Moderate damage: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines). Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows. | |
| E. | ___ Ambulance ___ PG&E ___ Other | Resources Needed ___ Other: (describe) | |
| Transmit only the data within the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate. | | | |
| Additional Information: Disposition: <div style="display: flex; justify-content: space-between;"> Action Requested By: (Name) Time Action provided: </div> | | | |

Media Contact Information

| <u>Television Stations</u> | <u>Fax Numbers</u> | <u>Telephone</u> |
|----------------------------|--------------------|------------------|
| none | | |

| <u>Radio Stations</u> | <u>Fax Numbers</u> | <u>Telephone</u> |
|-----------------------|--------------------|------------------|
| none | | |

| <u>Newspapers</u> | <u>Fax Numbers</u> | <u>Telephone</u> |
|-------------------|--------------------|------------------|
| none | | |

Recovery

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, San Diego County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

| | | |
|----------------------------------|------------------------|----------------|
| Mental Support Resource Contact: | Dr. Patricia Fernandez | (619) 457-2033 |
| Social Support Resource Contact: | Dr. Patricia Fernandez | (619) 457-2033 |

Appendices

Annual Emergency Awareness/Preparedness Checklists & Forms

The following topics highlight areas of school operations, maintenance, security, and personnel that may pose opportunities for risk reduction. Use this checklist as a proactive tool to generate awareness over the potential for terrorist acts, at a time when it is needed most.

The recommendations contained in this checklist are not intended to represent or to replace a comprehensive school security program. Such a program would include much more. Many of the procedures included in the checklist are routine in districts with full time security operations. Whether your school district has full-time security coverage, or has minimal security resources, these recommendations may be used as a focal point around which to build an appropriately renewed sense of awareness.

The following are designed to use on an annual basis to meet emergency preparedness requirements. Districts may already have their own forms and can substitute those if desired.

**Lakeside Middle School
Safety Plan Annual Drill Report
2020 - 2021**

| Date | Time | | Please place a check mark below for which drill has been completed. | | | | | Principal's Signature |
|------|-------|-----|---|------|------------|----------------|--------------|-----------------------|
| | Start | End | Radio Communications | Fire | Earthquake | Active Shooter | Other Drills | |
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ANNUAL DISASTER SERVICE WORKER SURVEY
2020 - 2021

| General Information | | |
|---|--|---------------------------------------|
| 1. Name | | |
| 2. Position | | |
| 3. Location | | |
| 4. Work | | |
| 5. Home Phone | | |
| Specialized Skills | | |
| 1. Bilingual? | | If yes, Language(s): |
| 2. CPR Certified? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 3. First Aid Certified? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 4. CERT (Trained?) | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 5. Simple Triage/Rapid Assessment Trained? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| Personal Responsibilities | | |
| 1. Children? | | If yes, ages: |
| 2. Special Needs? | | If yes, please describe: |
| 3. Elderly parents? | | Comments: |
| 4. Pets? | | Comments: |
| 5. Other caregivers available? | | Comments: |
| 6. Other | | |
| In an Emergency -- Confidential | | |
| 1. Anything you want us to know? Special Needs? Medications? | | |
| 2. Other: | | |

AMERICAN RED CROSS

RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

Introduction

What to Store

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

Budget

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

How Much to Store

Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

Storage

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water

in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Recommended Supplies

The following lists address classroom kits, supplies for the whole school and Search & Rescue gear.

Classroom Kit

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Crow bar
- Space blankets: 3
- Tarp ground cover
- Student accounting forms (blank)
- Student emergency cards
- Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)
- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries

- Push broom (if classroom includes wheel chairs)

Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food

Water

- 1/2 gallon per person per day times three days, with small paper cups

First Aid

- Compress, 4 x 4": 1000 per 500 students
- Compress, 8 x 10": 150 per 500 students
- Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, small, medium, large
- Butterfly bandages: 50 per campus
- Water in small sealed containers: 100 (for flushing wounds, etc.)
- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- Scissors (paramedic): 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First aid books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pairs

Sanitation Supplies (if not supplied in the classroom kits)

- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- Soap and water, in addition to the wet wipes, is strongly advised.

Tools per Campus

- Barrier tape, 3" x 1000": 3 rolls
- Pry bar
- Pick ax
- Sledge hammer
- Shovel
- Pliers
- Bolt cutters
- Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench: 1 per utility

Other Supplies

- Folding tables, 3' x 6': 3-4
- Chairs: 12-16
- Identification vests for staff, preferably color-coded per school plan
- Clipboards with emergency job descriptions
- Office supplies: pens, paper, etc.
- Signs for student request and release
- Alphabetical dividers for request gate
- Copies of all necessary forms

- Cable to connect car battery for emergency power

Food

- The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

Search & Rescue Equipment

Training on how to do light Search & Rescue is required—contact your local fire department for information on whether such training is offered in your community.

Protective Gear per S&R Team Member

- Hard hat, OSHA approved
- Identification vest
- Leather work gloves
- Safety Goggles
- Dust mask
- Flash light, extra batteries
- Duffel or tote bag to carry equipment

Gear per S&R Team

- Backpack with First Aid supplies
- Master Keys

Homeland Security Advisory System



Homeland Security Advisory System (Adapted for San Diego County County)

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.

Threat Conditions and Recommended Protective Measures

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

**GREEN:
LOW RISK OF
TERRORIST ATTACK**

This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

General Measures

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for "Do Not Duplicate"
- Review and update the Emergency Call-in List.

**BLUE:
GENERAL RISK OF
TERRORIST ATTACK**

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
- Test your generator once per week.

**YELLOW
SIGNIFICANT RISK OF
TERRORIST ATTACK**

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
- Test your generator once per week.

**ORANGE
HIGH RISK OF
TERRORIST ATTACK**

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
- Be alert to parent, staff, student concerns to determine when/how to communicate.
- Communication should focus on reassurance that school is a safe place
 - Reminder - schools have existing safety plans
 - Reminder - schools practice their safety procedures
 - Reminder - schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student's fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites
- Test your generator once per week.

**RED:
SEVERE RISK OF
TERRORIST ATTACKS**

A Severe Condition reflects a severe risk of terrorist attacks. Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The San Diego County County Emergency Operations Center, will be occupied initially during the first 24 hours of a RED threat level. (Continued operation will be determined on an as-need basis.)

The San Diego County County Office of Education will provide staff at the San Diego County County Office of Emergency Operations Center to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail link to ACOE, telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the ALCO EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.
 - review communication guidelines under Orange Threat Level
 - reminder - In the event of a RED threat level, school districts have a direct communication link via amateur radio to the San Diego County County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.

- Consider canceling special events.
- Consider closing campuses, if necessary.
- Maintain close contact with your local Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

Location Specific Emergencies

Pandemic/Influenza

EMERGENCY RESPONSE

PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- Insure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).

- Practice "respiratory hygiene etiquette".
- Practice hand washing hygiene etiquette
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement online homework assignments so that students can stay home.

Lakeside Union School District

Lakeside Union School District
12335 Woodside Avenue Lakeside, CA
92040
Lakeside, CA, CA 92040

619.390.2600
619.561.7929
www.lsusd.net

SB 187

Comprehensive School Safety Plan Process & Templates

Lakeview Elementary School
9205 Lakeview Road Lakeside, California 92040
(619)390-2652

2020-2021

PREFACE

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

It is NOT intended to be a "grab and go" guide in an actual emergency.

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SB 187: School Safety Plan

Introduction

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter. (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

- Child Abuse reporting procedures
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students

- Sexual Harassment Policy
- Safe ingress and egress to and from school
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Dress Code
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

IMPLEMENTATION OF PLAN

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the school library and the main offices.

School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294,1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)p>

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- A representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

The following template may be utilized as the cover signature sheet:

**Lakeview Elementary School
Safety Plan Signature Page
2020 - 2021**

The undersigned members of the Lakeview Elementary School School Safety Planning Committee certify that the requirements for the SB 187 Safety Plan have been met.

Principal

President, School Site Council

Teachers Association Representative

Classified Association Representatives

Parent Representative

Law Enforcement Representative

Annual Safety Goals

Lakeview Elementary School Safety Plan Goals 2020 - 2021

Goal: Complete Comprehensive Planning Through Environmental Design study in collaboration with the Sherriff's office by June 30, 2021. This will serve as baseline data and help our site to determine speciifc goals and actions for improved safety on our campus.

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting consistent with Penal Code 11164.
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A sexual harassment policy pursuant to Education Code 212.6
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing "gang related apparel," the provisions of that dress code.
- Routine and Emergency Disaster Procedures: -Emergency and Disaster Preparedness Plan -Fire Drills -Bomb Threats -Earthquake Emergency Procedure System - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students and/or parents notified that this policy exists?
- How are staff, students and/or parents notified relative to a specific incident?
- What staff/student training(s) have been completed?
- What additional trainings are needed?

Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

- Injury inflicted by another person
- Sexual Abuse
- Neglect of child's physical, health, and emotional needs.
- Unusual and willful cruelty; unjustifiable punishment.
- Unlawful corporal punishment.

2. Not Considered Child Abuse

- Mutual affray between minors
- Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For purposes of self-defense
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escapee

B. Mandated Child Abuse Reporting

- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:
The telephone call must be made immediately or as soon as practicably possible by telephone.
AND

A written report must be sent within 36 hours of the telephone call to the child protective agency.

- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
- When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
- The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
- This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

D. Child Abuse Reporting Number: 1.800.344.6000

E. Staff Training: ALL staff must complete annual Mandated Reporter Training

F. Board Policies:

Child abuse reporting procedures are detailed in LUSD Board Policies 5141.4. All LUSD Staff members follow Board Policy for Child Abuse reporting. All staff are trained annually on requirements for child abuse reporting as mandated reporters. Online training is provided by SDCOE JPA Learning Library. All staff must complete training within the first 6 weeks of the school year or within 6 weeks of employment (per Penal Code 11165.7)

Any school employee, who knows or reasonably suspects that a child has been a victim of child abuse or neglect shall report immediately or as soon as reasonably possible, by telephone, to child protective services using the CPS hotline. The employee shall follow up with the submission of Suspected Child Abuse Report form within 36 hours.

Board Policy:

Child Abuse Prevention: BP5141.4

The Governing Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse,

inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

(cf. 6143 - Courses of Study)

The Superintendent or designee shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 0450 - Comprehensive Safety Plan)

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect. The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Sexual Harassment Policy

A. DEFINITION

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:

- Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
- Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
- The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;
- The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Staff Training: All staff participate in mandatory annual sexual harassment training

C. Student Sexual Harassment Policy:

Lakeside Union School District and the Governing Board are committed to maintaining an educational environment that is free from harassment. Sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of the Civil Rights Act of 1972 and is prohibited by both federal and state laws. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation (BP 5145.7). Sexual harassment is defined in Education Code to mean unwelcome sexual advances; requests for sexual favors; or verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting. 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:

The Board believes that concerned stakeholders should always attempt to resolve their concerns at the level where the concern first started - rather than with the formal filing of a complaint with the person (as defined in this policy).

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

- Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

- Submission to or rejection of the conduct by a student is used as the basis for academic

decisions affecting the student

- The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment

- Submission to or rejection of the conduct by the student is used as the basis for any decision

affecting the student regarding benefits and services, honors, programs, or activities available

at or through any district program or activity

Unwelcome Conduct: Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

- Unwelcome leering, sexual flirtations or propositions
- Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading

descriptions

- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, notes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-gender class

- Massaging, grabbing, fondling, stroking or brushing the body

General Information Regarding Reports and/or Complaints of Sexual Harassment

Confidentiality: All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

Disciplinary Action: Anyone 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 and/or legal action. For students in grades 4 through 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.

Retaliation: The Board prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Filing a Report of Information Complaint of Discrimination, Harassment, Intimidation, or Bullying Based on Sex

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a

complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available, including counseling services. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

At any time during the process, students, parents, or guardians may contact the Title IX Coordinator to report or file an informal complaint directly with the district at:

Title IX Coordinator

Stacy Coble

Director, Human Resources

Lakeside Union School District

scoble@lsusd.net

12335 Woodside Avenue

Lakeside, CA 92040

(619) 390-2600

Filing a Formal or Uniform Complaint

Pursuant to BP 1312.3, the Board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures.

The Uniform Complaint may be mailed or filed at:

Human Resources Department

Lakeside Union School District

12335 Woodside Avenue

Lakeside, CA 90240

D. Board Policies related to Sexual Harrassment:

Board Policy 0410: Nondiscrimination in District Programs

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf.1240 - Volunteer Assistance)

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4033 - Lactation Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)
(cf. 6178 - Career Technical Education)
(cf. 6200 - Adult Education)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, application form, or other recruitment materials distributed to these groups.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4031 - Complaints Concerning Discrimination in Employment)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

Access for Individuals with Disabilities

(cf. 3540 - Transportation)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5145.13 - Response to Immigration Enforcement)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

(cf. 1330 - Use of Facilities)

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

Access for Individuals with Disabilities

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations.

When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

(cf. 6163.2 - Animals At School)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

(cf. 6020 - Parent Involvement)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator.

He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

ASSISTANT SUPERINTENDENT, ED SERVICES

12335 Woodside Avenue, Lakeside, CA 92040

(619) 390-2608

kreed@lsusd.net

Board Policy 5145.3 Students: Nondiscrimination and Harassment

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed

to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1330 - Use of Facilities)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

Board Policy 5145.7 Students: Sexual Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment 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 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 a district compliance officer.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate 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 of the harassment 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

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to 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.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

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 district schools.

(cf. 3580 - District Records)

Administrative Regulations

Administrative Regulations 5145.31 Students: Non-Discrimination For Students and Employees

This regulation is meant to advise school site staff and administration regarding transgender and gender non-conforming student concerns in order to create a safe learning environment for all students, and to ensure that every student has equal access to all components of their educational program.

Confirmation of a student's asserted gender identity will be in consultation with the student and parent or guardian with educational rights. The District recognizes that the person best situated to determine a student's gender identity is the student himself or herself. A school should accept a student's assertion of his or her gender identity in consultation with a parent, where there is

consistent and uniform assertion of the gender-related identity, and any other evidence that the gender-related identity is sincerely held as part of the person's core identity. If a student's gender-related identity, appearance, or behavior meets the standard, the only circumstance in which a school may question a student's asserted gender identity is where the school personnel have a credible basis for believing that the student's gender-related identity is being asserted for an improper purpose.

The California Education Code states that "all pupils have the right to participate fully in the educational process, free from discrimination and harassment." (Cal. Ed. Code Section 201(a).) Section 220 of the Education Code provides that no person shall be subject to discrimination on the basis of gender in any program or activity conducted by an educational institution that receives or benefits from state financial assistance.

The Code further provides that public schools have an affirmative obligation to combat sexism and other forms of bias, and a responsibility to provide equal educational opportunity to all pupils. (Cal. Ed Code Section 201(b).)

The CCR similarly provides that "No person shall be excluded from participation in or denied the benefits of any local agency's program or activity on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity conducted by an 'educational institution' or any other 'local agency'. . . that receives or benefits from any state financial assistance." (5 CCR Section 4900(a).)

The California Code of Regulations defines "gender" as: "a person's actual sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth." (5 CCR Section 4910(k).) The Board Policy prohibits gender-based harassment. It requires that "All educational programs, activities and employment practices shall be conducted without discrimination based on . . . sex, sexual orientation, [or] gender identity."

Therefore, transgender and gender non-conforming students must be protected from discrimination and harassment in the public school system. Staff must respond appropriately to ensure that schools are free from any such discrimination or harassment.

Official Records and Confidentiality

The District is required to maintain a mandatory permanent pupil record which includes the legal name of the pupil, as well as the pupil's gender. (5 Cal. Code Reg. 432(b)(1)(A). (D).)

The District shall change a student's official records to reflect a change in legal name or gender upon receipt of documentation that such legal name and/or gender have been changed pursuant to California legal requirements. Students are not required to obtain a court ordered name and/or gender change or to change their official records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

The former name and gender identity of a student shall be kept confidential. Schools shall create a procedure for keeping the student records with the former gender identity confidential, where possible.

The school shall set a procedure to update name changes and gender markers in the school's system upon request.

Access to Restrooms and Locker Rooms

All students are entitled to have access to restrooms, locker rooms and changing facilities that are sanitary, safe, and adequate, so they can comfortably and fully engage in their school program and activities. Transgender students shall not be forced to use the locker room and restroom corresponding to their gender assigned at birth. In meeting with the transgender/gender non-confirming student (and parent), it is essential that the principal and student address the student's access to the restrooms, locker room and changing facility.

Each situation needs to be reviewed and addressed based on the particular circumstances of the student and the school facilities. In all cases, the principal should be clear with the student (and parent) that the student may access the restroom, locker room, and changing facility that corresponds to the student's gender identity. All students with privacy concerns will be provided with a safe and adequate alternative, based on availability and appropriateness to address privacy concerns, such as:

1. Use of a private area in the public area (i.e., a bathroom stall with a door, an area separated by a curtain or screen, a PE instructor's office in the locker room);
2. A separate changing schedule (either utilizing the locker room before or after the other students); or
3. Use of a nearby private area (i.e., a nearby restroom, a unisex restroom, or a nurse's office).

Physical Education and Intramural and Interscholastic Activities

Transgender students shall

not be denied the opportunity to participate in physical education, nor shall they be forced to have physical education outside of the assigned class time.

Where there are sex-segregated classes or athletic activities, all students must be allowed to participate in a manner consistent with their gender identity. The California Interscholastic Federation (CIF) has provided bylaws stating that all students should have the opportunity to participate in CIF activities in a manner consistent with their gender identity. The District will provide athletic opportunities consistent with the gender identity of each student.

Whenever students are separated by gender in school activities, or subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such rule, policy, or practice consistent with their gender identity.

Names/Pronouns

Students shall have the right to be addressed by a name and pronoun corresponding to their gender identity that is consistently and uniformly asserted at school. This directive does not prohibit inadvertent slips or honest mistakes, but it does apply to an intentional and persistent refusal to respect a student's gender identity. The requested name shall be included in the school's data retention system in addition to the student's legal name, in order to inform teachers of the name and pronoun to use when addressing the student.

To create a safe and supportive environment for the student, the school shall engage the student and parent with respect to name and pronoun use, and agree on a plan to initiate that name and pronoun use within the school.

Dress Code

Generally, students should be permitted to participate in gender-segregated recreational gym class activities and sports in accordance with the student's gender identity that is consistently and uniformly asserted at school. Participation in competitive athletic activities and contact sports will be resolved on a case by case basis.

School sites can enforce dress codes that are adopted pursuant to Education Code 35291. Students shall have the right to dress in accordance with their gender identity that is exclusively and consistently asserted at school, within the constraints of the dress codes adopted at their school site. This regulation does not limit a student's right to dress in accordance with the school dress code policy.

Parent Notification

School Administration will respect the privacy of students who discuss the issue of their gender identity with school personnel. There will be parent notification upon official request by the student to change their gender identity of record.

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: December 12, 2013 Lakeside, California

Administrative Regulations 4031 Personnel: Complaints Concerning Discrimination in Employment

Complaint Procedure

Any complaint by an employee or job applicant alleging discrimination or harassment shall be addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: Any employee or job applicant (the "complainant") who believes he/she has been subjected to prohibited discrimination or harassment shall promptly inform his/her supervisor, the district's Coordinator for Nondiscrimination in Employment, or the Superintendent.

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the Coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

2. Investigation Process: The Coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five school days of receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The Coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The Coordinator shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

If the Coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the Coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

When necessary to carry out his/her investigation or to protect employee or student safety, the Coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The Coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The Coordinator shall ensure that such interim measures do not constitute retaliation.

3. Written Report on Findings and Corrective Action: No more than 30 days after receiving the complaint, the Coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator shall notify the complainant and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

The report shall be presented to the complainant, the person accused, and the Superintendent or designee.

4. Appeal to the Governing Board: The complainant or the person accused may appeal any findings to the Board within 10 working days of receiving the written report of the Coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 working days.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 9321 - Closed Session Purposes and Agendas)

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may also file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960 (Government Code 12960)

2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)

3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

Administrative Regulations 5145.3 Students: Nondiscrimination and Harassment

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including

Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent
12335 Woodside Avenue
Lakeside, CA 92040
(619) 390-2608

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.

(cf. 5145.6 - Parental Notifications)

4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so.

(Education Code 234.1)

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity

2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As

appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's

assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity,

without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress Code)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

revised: April 16, 2015

Definitions

Prohibited

sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.

2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.

3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.

4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. Such training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position.

(Government Code 12950.1)

A supervisory employee is any employee with the authority to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or to effectively recommend such action.

The district's sexual harassment training and education program for supervisory employees shall include the provision of (Government Code 12950.1; 2 CCR 7288.0):

1. Information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment.
2. Practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation.
3. A component on the prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance
4. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
5. All other contents of mandated training specified in 2 CCR 11023

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
 2. The definition of sexual harassment under applicable state and federal law
 3. A description of sexual harassment, with examples
 4. The district's complaint process available to the employee
- (cf. 4031 - Complaints Concerning Discrimination in Employment)
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
 6. Directions on how to contact DFEH and the EEOC
 7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 12, 2012 Lakeside, California

revised: February 11, 2016

Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school or private property.
- Possessed or used 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.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit sexual assault.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be

suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period, whether on or off the campus.
- During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

- Causing serious physical injury to another person, except in self-defense.
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- Unlawful possession of any controlled substance, as defined under Ed. Code.
- Robbery or extortion.
- Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance as defined by Education Code.
- Committing or attempting to commit a sexual assault as defined in the Education Code.

Board Policies:

AR 5144 Students

Discipline

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques

whenever possible. In addition, discipline shall be used in a manner that corrects student behavior without intentionally creating an adverse effect on student learning or health.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5136 - Gangs)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.5 - Student Success Teams)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Board Policy 5144.1: Suspension And Expulsion/Due Process

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law, in policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
 2. While going to or coming from school
 3. During the lunch period, whether on or off the school campus
- (cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension

shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 1020 - Youth Services)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in public an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

AR 5144.1 Students Suspension And Expulsion/Due Process Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be subject to suspension or expulsion shall be only those as follows:

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(a) and (t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Knowingly received stolen school property or private property. (Education Code 48900(l))

12. Possessed an imitation firearm. (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

Hazing means a method of initiation or preinitiation into a student 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 or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability

to participate in or benefit from the services, activities, or privileges provided by a school.
(Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability.
(Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property

damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

A teacher may not suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any other acts specified Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal, or Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal, may in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

(cf. 5125 - Student Records)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

(cf. 5125 - Student Records)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school

for the purpose of the conference the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

b. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

c. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion": Grades K-12 and "Additional Grounds for Suspension and Expulsion Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an expellable offence above under "Grounds for Suspension and Expulsion", the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment.

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that another student's privacy rights are not violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued

in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of

the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and be permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with parent/guardian and district staff, including the student's teachers, and with the student's parent/guardian regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel, or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session

or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #19-21 under "Grounds for Suspension and Expulsion: Grades K-12 and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees.
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record, and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

AR 5144.2 Students

Suspension And Expulsion/Due Process (Students With Disabilities)

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
(cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530) The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530) (cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location
Grass Field on the Upper Playground

Off-Campus Evacuation/Assembly Location
See Section 8

Prior to an event:

- Identify off-campus evacuation site(s).
- Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location
See Section 8

Organization: Tierra Del Sol Middle School
Address: 9611 Petite Ln, Lakeside, CA 92040
Contact: Leslie Hardiman, Principal
Phone Number: (619) 390-2670
Date of Agreement: 2/3/2020

Organization: Our Lady of Perpetual Help Catholic Church
Address: 13208 Lakeshore Dr, Lakeside, CA 92040
Contact: Father Ron Buchmiller
Phone Number: (619) 443-1412
Date of Agreement:

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

C. Staff Training

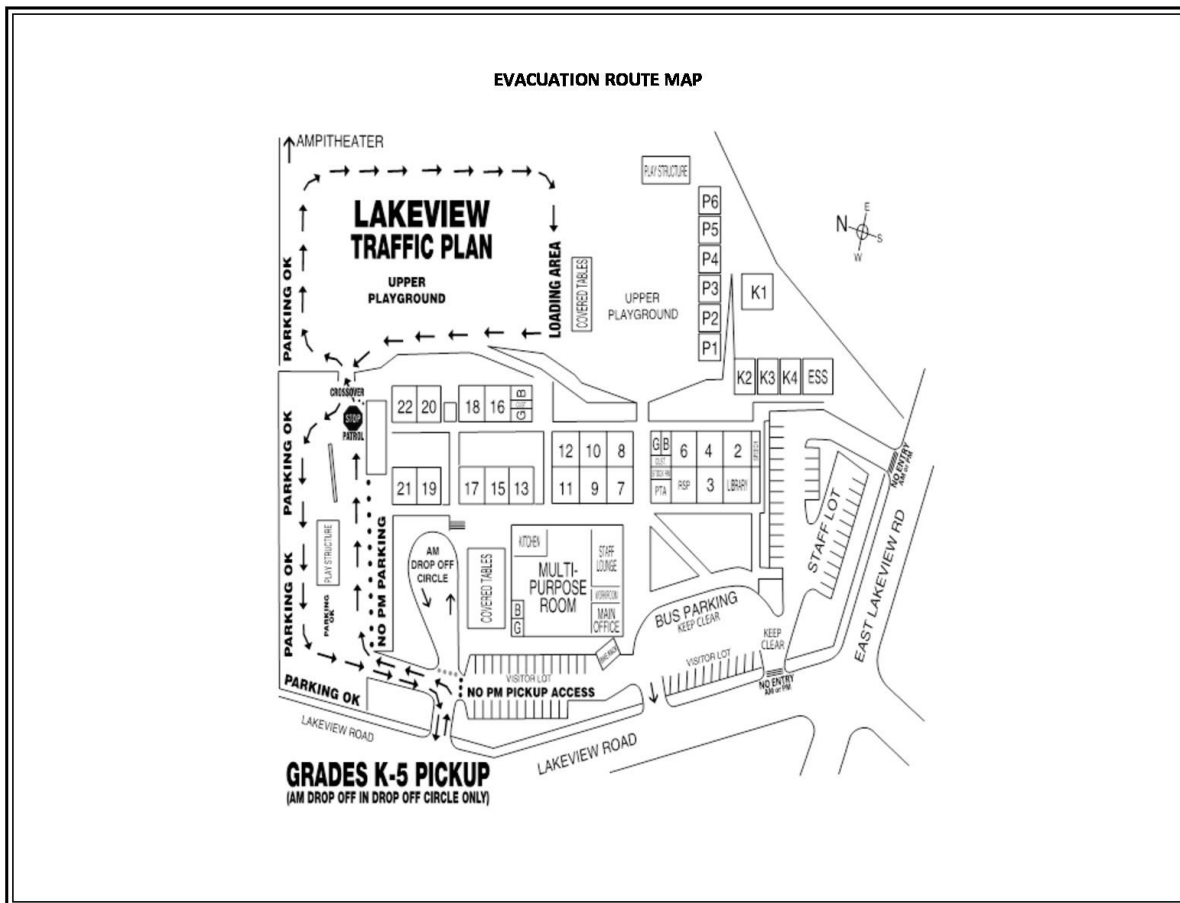
The LUSD has provided training on topics such as Threat Assessment, Self-Harm Protocol, REMS, and Options Based Responses to Threats. Lakeview Staff has received an in-depth training on Options Based Responses (2019) and staff reviews emergency protocols annually during our August Staff Meeting.

All emergency procedures and protocols are updated annually and provided to staff in our Lakeview Staff Handbook.

Daily Ingress/Egress Routes



Lakeview Elementary School Comprehensive Safety Plan



[illegible]

School Discipline

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

- Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training:

Lakeside Union School District has provided training to all site administrators during weekly Leadership meetings. In addition, site administrators and school staff have also received training on Threat Assessment Protocol, Options Based Response, and REMS. At the site level, Lakeview staff participated in the Options Based Response training and the site emergency plan, including protocols for fire, earthquake, lockdown, secure campus is reviewed by staff annually.

D. Board Policies:

BP5144 Discipline:

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5131 - Conduct)

(cf. 5131.14 - Bus Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools.

The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

(cf. 5131.41 - Use of Seclusion and Restraint)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district school, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

AR 5144

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians

2. Teachers

3. School administrators

4. School security personnel, if any

(cf. 3515.3 - District Police/Security Department)

5. For junior high, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians

(cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

5. Enrollment in a program for teaching prosocial behavior or anger management

6. Participation in a restorative justice program

7. A positive behavior support approach with tiered interventions that occur during the school day on campus

8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

11. Recess restriction as provided in the section below entitled "Recess Restriction"

12. Detention after school hours as provided in the section below entitled "Detention After School"

13. Community service as provided in the section below entitled "Community Service"

14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Cocurricular Activities)

15. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Recess Restriction

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. The student's teacher shall inform the principal of any recess restrictions imposed.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours, on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Regulation LAKESIDE UNION SCHOOL DISTRICT
approved: September 17, 2012 Lakeside, California
revised: June 27, 2019

Lakeside Union School District
Uniform Discipline Policy (Elementary Level)

Consequences may vary depending on frequency and severity of the incident(s) as well as discipline history.
Parent Conference, Restorative Justice and Other Means of Correction Pre/post Incident as Appropriate.

| Infractions Ed Code 48900 (a) to (o) | First Incident | Second Incident | Third Incident |
|--|--|--|--|
| (a)(1) Caused, Attempted, or Threatened to Cause Physical Injury to Another Student That is Substantive | Threat assessment; Up to 2-days suspension | Threat assessment; Up to 3-days suspension | Threat assessment; Up to 5-days suspension; possible expulsion |
| (a) Kicking, Pushing or Shoving (No Injury) | Site consequence(s) | Site consequence(s) | Site consequence(s); Up to 2-days suspension |
| (b) Possessed, Sold Or Furnished Any Firearm, Or Explosive | 5-days suspension; threat assessment, police report; and possible expulsion | | |
| (b) Possessed, Sold Or Furnished Any Knife Or Dangerous Object | Threat assessment; Up to 3-days suspension | Threat assessment; Up to 4-days suspension | Threat assessment; 5-days suspension; police report; possible expulsion |
| 48915(c) Brandishing a Knife | 5-days suspension; threat assessment, police report; and expulsion | | |
| (c) Possessed, Used, Furnished, or Been Under The Influence of Any Controlled Substance or Alcohol. | Up to 3-days suspension; possible police report | Up to 5-days suspension; possible police report | Up to 5-days suspension; possible police report; possible expulsion |
| (d) Sold, Offered, Arranged or Negotiated to Sell Any Controlled Substance | 5-days suspension; police report; and expulsion | | |
| (f) Caused or Attempted to Cause Damage to School Property or Private Property | Restorative justice; site consequence(s); and/or up to 5-days suspension; possible police report | Restorative justice; site consequence(s); and/or up to 5-days suspension; possible police report | Restorative justice; site consequence(s); up to 5-days suspension; police report; possible expulsion |
| (g) Stolen or Attempted to Steal School Property or Private Property | Restorative justice; site consequences; and/or up to 2-days suspension; possible police report | Restorative justice; site consequences; and/or up to 3-days suspension; possible police report | Restorative justice; site consequences; and up to 5-days suspension; possible police report |
| (h) Possessed or Used Tobacco, or Any Products Containing Tobacco or Nicotine (Hookah Pens) | Site consequence; up to 2-days suspension | Site consequence; up to 3-days suspension | Site consequence; up to 5-days suspension; and possible expulsion |
| (i) Committed An Obscene Act or Verbal Assault Toward School Authority or Engaged in Habitual Profanity or Vulgarity | Restorative justice; site consequence(s); up to 1 day suspension | Restorative justice; site consequence(s); up to 2-days suspension | Restorative justice; site consequence(s); up to 3-days suspension |
| (k) Disrupted School Activities Or Willfully Defied The Valid Authority Of School Officials. | Site consequence(s) [K-5 th] | Site consequence(s) [K-5 th]; up to 1 day suspension [4 th or 5 th only] | Site consequence(s) [K-5 th]; up to 2 day suspension [4 th or 5 th only] |
| (r) Harassing, Intimidation or Bullying | Restorative justice; Site consequence(s) | Restorative justice; Site consequence(s); up to 1 day suspension | Restorative justice; Site consequence(s); up to 2-days suspension |
| 48900.2 Sexual Harassment | Restorative justice; Site consequence(s); up to 2-days suspension | Restorative justice; Site consequence(s); up to 3-days suspension | Restorative justice; Site consequence(s); up to 5-days suspension |
| 48900.3 Hate Motivated Behavior: race, sexual orientation, ethnicity, religion, nationality, disability, gender, gender identify, gender expression, or sexual orientation | Restorative justice; Site consequence(s) | Restorative justice; Site consequence(s); up to 2 days suspension | Restorative justice; Site consequence(s); up to 5 days suspension |

Last Revised: 9/30/14

(Internal Use Only)

Lakeside Union School District Uniform Discipline Policy (Elementary Level)

**Consequences may vary depending on frequency and severity of the incident(s) as well as discipline history.
Parent Conference, Restorative Justice and Other Means of Correction Pre/post Incident as Appropriate.**

| Minor/Lesser Infractions | First Incident | Second Incident | Third Incident |
|---|---|--|--|
| Argument (No Contact) | <ul style="list-style-type: none"> Site consequence(s) Restorative justice Parent contact or Classroom visit | Restorative justice; Site consequence(s); up to 1 day suspension | Restorative justice; Site consequence(s); up to 2-days suspension |
| False Fire Alarms | <ul style="list-style-type: none"> Referral to school counselor Community service/Service learning | Restorative Justice; Site consequence(s); up to 1 day suspension | Restorative justice; Site consequence(s); up to 1 day suspension; referral to Burn Institute |
| Cheating/Plagiarism | | Zero on assignment; Site consequence(s) | Zero on assignment; Site consequence(s) |
| Misuse Of Electronic Devices | <u>Sample site consequences:</u> Saturday School | Confiscation/Parent pick-up; Limited use | Confiscation/Warning; Device(s) banned from school |
| Cutting Class Or Out Of Class | Lunch or After School Detention | Site Consequence(s); Saturday School | Site Consequence(s); Saturday School |
| Riding Bikes Or Skateboards On Campus | Referral to Principal/AP | Confiscation | Confiscation; Saturday School. |
| Forgery of Any Kind | Referral to School Counselor | Saturday School | 1-day suspension |
| Gambling | Referral to Community Based Services | Site consequence(s); Saturday School | Site consequence(s); Saturday School; up to 1 day suspension |
| Display of Gang-Related or Affiliated Symbols | Restitution | Restorative justice; Site consequence(s); Parent conference | Restorative justice; Site consequence(s); Parent conference |
| Dress Code Violations | Move to Another Classroom | Site consequence(s) | Site consequence(s); Parent conference |
| Kicking, Pushing Or Shoving (No Injury) | Conflict Mediation/No Contact Contract | Restorative justice; up to 1 day suspension | Restorative justice; up to 2-days suspension |
| Students Identified Inciting Conflicts Or Fights: Running To & Photographing A Fight, Continued Presence At A Fight, Verbal Encouragement Of A Fight And Instigating A Fight (this includes verbal provocation or instigating a disruption) | Bus walker ESS suspension; etc. | Restorative justice; up to 1 day suspension | Restorative justice; up to 2-days suspension |
| Defiance/Disruption (Not suspendable under K) | | Site consequence(s) | Site consequence(s); Parent conference |
| No Show to Detention, Saturday School, or Office After Referral | | Site consequence(s) | Site consequence(s); Parent conference |
| Suspended Student on School Grounds or at School Activity | | Up to 2-days suspension; possible police report | Up to 2-days suspension; possible police report |
| Off Campus/Out of Bounds | | Site consequence(s) | Site consequence(s); Parent conference |
| Last Revised: 9/30/14 | | | (Internal Use Only) |

Lakeside Union School District

Uniform Discipline Policy (Elementary Level)

**Consequences may vary depending on frequency and severity of the incident(s) as well as discipline history.
Parent Conference, Restorative Justice and Other Means of Correction Pre/post Incident as Appropriate.**

| | | | |
|--|--|---|--|
| Unsafe Behavior (running, throwing objects, horseplay, spitting, etc.) | | Site consequence(s); up to 1 day suspension | Site consequence(s); up to 2-days suspension |
| Bringing Inappropriate/Unsafe Items to School | | Site consequence(s); up to 1 day suspension | Site consequence(s); up to 2-days suspension |
| Displaying Inappropriate Affection | | Site consequence(s) | Site consequence(s); parent conference |

Last Revised: 9/30/14

(Internal Use Only)

Dress Code

A. Board Policies:

BP 5132 Students

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide.

(Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

AR 5132 Students

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Uniforms

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting.

(Education Code 35183)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

B. Staff Training

Lakeview staff receives a copy of the school dress code annually. Teachers review the policy with their students and send home a copy for parents to sign. The Lakeview School dress code is as follows:

Lakeview School Dress Code

Routine and Emergency Disaster Procedures: Drills

Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
(Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools.

(Code of Regulations, Title 5, Section 550)

- Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
- Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- Evacuation areas will be established away from fire lanes.
- Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
- The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

- The Fire Alarm can be heard by all staff and students.
- Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
- Evacuation areas will be established away from fire lanes.
- Teachers and students are staged in an orderly fashion away from fire lanes.
- Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
- Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Active Shooter/Lockdown Drills

LUSD does not conduct active shooter lockdown drills. Lockdown drills in general are permitted and local law enforcement is availalbe to be on campus to evaluate our lockdown drills.

Active Shooter Drill Assessment Sheet

Team Member _____ Building _____

| Room | Door Barricade | Windows Covered | Lights | Interior Barricade | Teacher/ Students behind Barricade | PE at Gates | All Clear Code | Evacuation Yes/No |
|------|----------------|-----------------|--------|--------------------|------------------------------------|-------------|----------------|-------------------|
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Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Lakeside Union School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References - State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service 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 county, city, city and county, state agency or public district, excluding aliens legally employed.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A disaster is defined as sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a

flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

EMERGENCY RESPONSE:

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.

Send search and rescue team to look for trapped students and staff.

Post guards a safe distance away from building entrances to assure no one re-enters.

Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.

Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.

☐ Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

☐ Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.

☐ Check for injuries, and render First Aid.

☐ After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.

☐ Check attendance at the assembly area. Report any missing students to principal/site administrator.

☐ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

☐ Stay alert for aftershocks

☐ Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

☐ Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.

☐ After shaking stops, check for injuries, and render first aid.

☐ Check attendance. Report any missing students to principal/site administrator.

☐ Stay alert for aftershocks.

☐ Keep a safe distance from any downed power lines

☐ Do NOT re-enter building until it is determined to be safe.

☐ Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

☐ Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.

☐ Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.

☐ Notify fire department and utility company of suspected breaks in utility lines or pipes.

☐ If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.

☐ Notify District Office, who will inform public information media as appropriate.

ADDITIONAL STEPS FOR THE SCHOOL:

| <u>Earthquake Size Descriptions</u> | | |
|--|--------------------------|--------------------------|
| Descriptive Title | Richter Magnitude | Intensity Effects |

| <u>Earthquake Size Descriptions</u> | | |
|--|--------------------------|---|
| Descriptive Title | Richter Magnitude | Intensity Effects |
| Minor Earthquake | 1 to 3.9 | Only observed instrumentally or felt only near the epicenter. |
| Small Earthquake | 4 to 5.9 | Surface fault movement is small or does not occur. Felt distances of up to 20 or 30 miles from the epicenter. May cause damage. |
| Moderate Earthquake | 6 to 6.9 | Moderate to severe earthquake range; fault rupture probable. |
| Major Earthquake | 7 to 7.9 | Landslides, liquefaction and ground failure triggered by shock waves. |
| Great Earthquake | 8 to 8+ | Damage extends over a broad area, depending on magnitude and other factors. |

Levels of Response

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with LUSD to respond. The affected Cities and the County of San Diego will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Diego County will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

District and Parent Responsibilities for Students

DISTRICT RESPONSIBILITY

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

- Until regular dismissal time and released only then if it is considered safe, OR
- Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
 - a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
 - b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

Emergency Response Procedures

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

- Fire
- Peacetime Bomb Threat
- Chemical Accident
- Explosion or Threat of an Explosion
- Following an Earthquake
- Other similar occurrences that might make the building uninhabitable
- At the onset of an Active Shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

- Severe Windstorm (short warning)
- Biological or Chemical Threat

- Sniper Attack
- Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- Inside school buildings
 - Immediately TAKE COVER under desks or tables and turn away from all windows
 - Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
- Outside of School Buildings
 - Earthquake: move away from buildings
 - Take a protective position, if possible
- Explosion/Nuclear Attack:
 - Take protective position, OR,
 - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious route

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Earthquake

DROP, COVER, AND HOLD

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of

aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Near A School Building:

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Determine if EVACUATION of school site is necessary.
- ☐ Contact local fire department (call 911) to determine the correct action for your school site.
- ☐ If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION.
- ☐ Direct inspection of premises to assure that all students and personnel have left the building.
- ☐ Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- ☐ Monitor radio station for information.
- ☐ Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- ☐ If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- ☐ Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- ☐ Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

Fire In A School Building:

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Sound the fire alarm to implement EVACUATION of the building.
- ☐ Immediately EVACUATE the school using the primary or alternate fire routes.
- ☐ Notify the Fire Department (call 911).

- ☐ Direct search and rescue team to be sure all students and personnel have left the building.
- ☐ Ensure that access roads are kept open for emergency vehicles.
- ☐ Notify District Office of situation.
- ☐ Notify appropriate utility company of suspected breaks in utility lines or pipes.
- ☐ If needed, notify bus dispatch for OFF-SITE EVACUATION.
- ☐ Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- ☐ EVACUATE students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- ☐ Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Power Outage / Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.

- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Shelter-In-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- **LISTEN.** Remain quiet to hear critical instructions from school officials.
-If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Bomb Threat

**Most likely, threats of a bomb or other explosive device
will be received by telephone.**

THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

- When will the bomb explode and where is the bomb located?
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call 9-1-1. Give the following information:
 - Your name -Your call-back phone number
 - Exact street location with the nearest cross street
 - Nature of incident
 - Number and location of people involved and/or injured
- Notify Superintendent's Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.

- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance

BOMB THREAT REPORT FORM

Lakeside Union School District

| | | | | | | | | | | |
|---|--|---|-----------------------------|----------------|--|--|---------|---------------|--|--|
| School: Lakeview Elementary School | | | Time Call Received: | | | Call Taken By: | | | | |
| Date: | | | Time Caller Hung Up: | | | Title: | | | | |
| | | | Caller ID Info (*69) | | | | | | | |
| Questions to Ask: | | Exact Wording of Threat: " " | | | | | | | | |
| 1. When will the bomb explode? | | Caller's Voice: (circle all that apply) | | | | Caller's Language: (circle all that apply) | | | Background Sounds: (circle all that apply) | |
| 2. Where is the bomb right now? | Calm | Nasal | Deep Breathing | Cracking Voice | Well Spoken | Educated | | Street Noises | Crockery | |
| 3. What does it look like? | Angry | Stutter | Disguised | Accent | Foul | Message Taped? | | Voices | PA System | |
| 4. What kind of bomb is it? | Excited | Lisp | Serious | Used Slang | Message Read? | Young (child) | | Music | House Noises | |
| 5. What will cause it to explode? | Slow | Raspy | Incoherent | Joking | Young (adult) | Middle Aged | | Motor | Office | |
| 6. Did you place the bomb? | Rapid | Deep | Slurred | Distinct | Old | | | Factory | Machinery | |
| 7. Why? | Soft | Ragged | Clearing Throat | Normal | Caller Demographics (circle one) | | | Animal Noises | Clear | |
| 8. How did the bomb get in the school? | Loud | Laughter | Crying | Frightened | Male | Female | Unknown | Static | Local | |
| 9. Where are you calling from? | If voice is familiar, who did it sound like? | | | | Approximate Age: | | | Long Distance | Cell Phone | |
| 10. What is your name, address, phone? | Other Observations: | | | | | | | | | |

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what their purpose is for being on campus.
- Advise intruder of the trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at brunch or lunch time:

- Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- Spread SHELTER IN PLACE or LOCKDOWN alarm throughout rest of school as appropriate.

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage: All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

Hostage Situation

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- ☐ Call 911. Provide all known essential details of the situation:

- Number of hostage takers and description

- Type of weapons being used

- Number and names of hostages

- Any demands or instructions the hostage taker has given

- Description of the area

- ☐ Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.

- ☐ Protect building occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both) for all or parts of the building.

- ☐ Secure exterior doors from outside access.

- ☐ When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.

- ☐ Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.

- ☐ Identify media staging area, if appropriate. Implement a hotline for parents.

- ☐ Account for students as they are evacuated.

- ☐ Provide recovery counseling for students and staff.

STAFF ACTIONS:

- ☐ If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.

- ☐ Alert the principal/site administrator.

- ☐ Account for all students.

Lockdown: Active Shooter

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the building. The concept of LOCKDOWN is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

LOCKDOWN is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire • Rabid animal at large • Extreme violence outside the classroom

LOCKDOWN differs from SHELTER-IN-PLACE because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example:

"Attention please. We have an emergency situation and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.

Call 911. Provide location, status of campus, all available details of situation.

When clearance is received from appropriate agencies, give the ALL CLEAR instruction to indicate that it is safe to unlock the doors and return to the normal class routine.

Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.

Immediately lock doors and instruct students to lie down on the floor.

Close any shades and/or blinds if it appears safe to do so.

Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

Move quickly and quietly to the closest safe classroom.

If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room.

Remain quiet until further instructions are provided by the principal or police.

Poisoning, Chemical Spills, Hazardous Materials

POISONING

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.

Provide list of potentially affected students and staff to responding authorities.

Provide staff with information on possible poisonous materials in the building.

Notify District Superintendent of situation and number of students and staff affected.

Confer with Department of Health and Human Services before the resumption of normal school activities.

Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- ☐ Notify principal/site administrator.
- ☐ Call the Poison Center Hotline 1-800-222-1222.
- ☐ Administer first aid as directed by poison information center.
- ☐ Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- ☐ Keep poisonous materials in a locked and secure location.
- ☐ Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- ☐ Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

ADDITIONAL STEPS FOR THE SCHOOL:

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place Protocol
- Secure the area (block points of entry)

- Identify the chemical and follow the procedures for that particular chemical.
- Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the Todd Owens with the following information:
 - Date, time, and exact location of the release or threatened release
 - Name and telephone number of person reporting
 - Type of chemical involved and the estimated quantity
 - Description of potential hazards presented by the spill
 - Document time and date notification made
 - Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have present, should the need arise
- Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
- If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at 619.390.2600. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Solvents
- Motor Oil
- Diesel Fuel
- Kerosene
- Anti-Freeze
- Airborne Gases/Fumes
- Lacquer Thinner

- Paint
- Agricultural Spray
- Paint Thinner
- Stain
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the Todd Owens

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if possible.

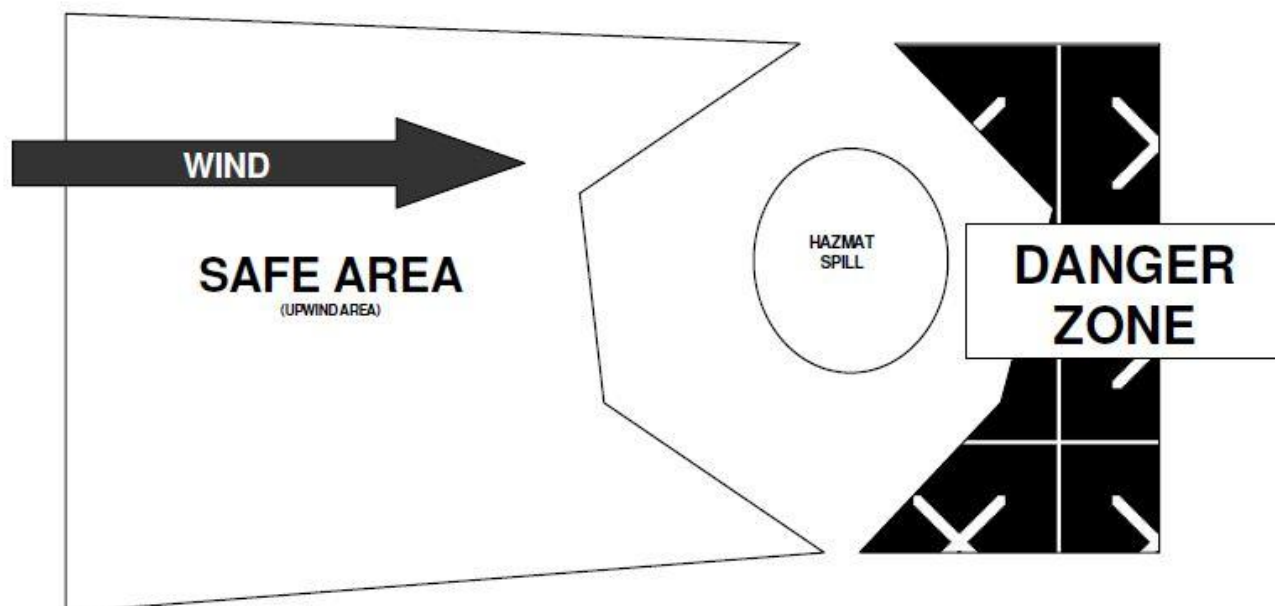
VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- Date, time, and exact location of the release
- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.



Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.

- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Medical Emergencies

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator

PRINCIPAL ACTIONS:

- Assess the victim - call 911 if appropriate
- Assign a staff member to meet rescue service and show them when the injured person is located
- Assemble emergency care and contact information of the injured person
- Monitor medical status of the injured person - even when taken to the hospital
- Assign a staff person to stay with the injured person - even if taken to the hospital
- Notify parents/guardian if the injured person is a student
- Advise staff of the situation, follow up with the parents
- Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

STAFF ACTIONS:

- ☐ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- ☐ Notify Principal/Site Administrator.
- ☐ Stay calm. Keep individual warm with a coat or blanket.
- ☐ Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- ☐ Do not give the individual anything to eat or drink.

OTHER EMERGENCY ACTIONS:

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage and Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

| TRIAGE Priorities | |
|-------------------------------------|--|
| Highest Priority - RED TAG | |
| 1. | Airway and breathing difficulties |
| 2. | Cardiac arrest |
| 3. | Uncontrolled or suspected severe bleeding |
| 4. | Severe head injuries |
| 5. | Severe medical problems |
| 6. | Open chest or abdominal wounds |
| 7. | Severe shock |
| Second Priority - YELLOW TAG | |
| 1. | Burns |
| 2. | Major multiple fractures |
| 3. | Back injuries with or without spinal cord damage |
| Third Priority - GREEN TAG | |
| 1. | Fractures or other injuries of a minor nature |
| Lowest Priority - BLACK | |
| 2. | Obviously mortal wounds where death appears reasonably certain |
| 3. | Obviously deceased |

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self and direct all patients who can walk to gather and remain in a safe place. Tag these people GREEN
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag BLACK (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag RED (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag RED
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess
- If patient cannot follow simple commands, tag RED
- If patient can follow simple commands, they will be tagged YELLOW or GREEN
- This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Suicide

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's

- Listen to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.
- Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
- Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
- GET HELP by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.
- STAY with the person. Take the person to a CRT member and stay with that person for awhile. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

- Don't leave the person alone for even a minute.
- Don't act shocked or be sworn to secrecy.
- Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.
- Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
- Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and call 9-1-1 for local emergency services.
Note: A casualty is a victim of an accident or disaster.
- Identify the problem and give the school address.
- Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- Determine if problem will continue or if it is over.
- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene.
- Contact Superintendent to determine need to send students home.

| PARAMEDIC TAG # | VICTIM NAME | STUDENT ID # | TIME OF DEPARTURE | Hospital |
|--------------------|-------------|-----------------|----------------------|----------|
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Signed _____ Date _____
Lakeview Elementary School Comprehensive Safety Plan

Bio Terrorism

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- ☐ Notify principal.
- ☐ Move students away from immediate vicinity of danger (if outside, implement Take Cover).
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- ☐ Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate SHELTER IN PLACE.
- ☐ Shut off HVAC units.
- ☐ Move to central location where windows and doors can be sealed with duct tape.
- ☐ Call 911. Provide location and nature of the emergency and school actions taken.
- ☐ Notify District Superintendent of the situation.
- ☐ Turn on a battery-powered commercial radio and listen for instructions.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- ☐ Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- ☐ Notify principal or site administrator.
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- ☐ Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
- ☐ Follow standard student assembly, accounting and reporting procedures.
- ☐ Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger.
- ☐ Move up-wind from the potential danger.
- ☐ Call 911. Provide exact location and nature of emergency.
- ☐ Designate security team to isolate and restrict access to potentially contaminated areas.
- ☐ Wait for instructions from emergency responders-- Health or Fire Department.
- ☐ Notify District Superintendent of the situation.
- ☐ Arrange for immediate psychological counseling for students and staff.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- ☐ Wash affected areas with soap and water.
- ☐ Immediately remove and contain contaminated clothing
- ☐ Do not use bleach on potentially exposed skins.
- ☐ Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

ADDITIONAL INFORMATION:

Anthrax Threat

How to identify suspicious letters or packages:

Some characteristics of suspicious letters or packages include the following:

- Excessive postage
- Handwritten or poorly typed addresses
- Incorrect titles
- Title, but no name
- Misspellings of common words
- Oily stains, discolorations or odors
- No return address
- Excessive weight
- Lopsided or uneven envelop
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Visual distractions
- Ticking sound
- Marked with restrictive endorsements, such as "Personal" or "Confidential."
- Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax"

- Do not shake or empty the contents of any suspicious envelop or package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then leave the room and close the door, or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

- Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- Leave the room and close the door or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

- Turn off local fans or ventilation units in the area.

- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- Move upwind, uphill, upstream.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- Shut down air handling systems in the building if possible.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

INVENTORY

Lakeview Elementary School Multi-Purpose Room

| Current Useable Inventory | | | Inventory Used by Mass Prophylaxis Center | |
|---------------------------|------------------|------------|---|----------|
| Date Inventory Taken: | | | Date Inventory Taken | |
| Description | Quantity on Hand | Check mark | Quantity Used | Comments |
| Paper Goods | | | | |
| Toilet Paper | | | | |
| Hand Towels | | | | |
| Sanitary Seat Covers | | | | |
| Other | | | | |
| Liquid Soap | | | | |
| Sanitary Supplies | | | | |
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The signatures of both school personnel & center Manager verifies materials used and will be reimbursed.

Lakeside Union School District Site Personnel Signature

Mass prophylaxis center Manager Signature

Date

Date

Incident Command System

Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called Management, Planning, Operations, Logistics, and Finance/Administration.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the Incident Commander or School Commander.

No one person should be supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under Operations, however.

Common terminology:

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known before a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording.

How ICS Functions

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- reduces the incidence of ineffective coordination and communications, and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

Primary Incident Command System Functions:

Incident/School Commander (The "Leader")

The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Lakeside Union School District. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "Doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The "Thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

Logistics Section (The "Getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "Collectors")

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

Unified Command Structure

Unified Command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a

valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilitates

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

The following chart is an example of an Incident Command Structure.

Staging Areas

Command Posts

Primary: Front Office

Secondary: Upper Field at the orange tables

Mass Care Centers

Primary: Health Office

Secondary: P7

Evacuation Centers

On Campus: Upper Field

Off Campus: Wal Mart Parking Lot

Emergency Response Teams

| Operations | | |
|----------------------------|--------------------------------|---|
| Team | Team Leader: | Staff: |
| Operations | Staci Arnold | Lamia Matti, Bill Bryant, Jackie Siragusa |
| Search & Rescue Team 1 | Sharon Armstrong | Bayli McBride, Jessica Weldele |
| Search & Rescue Team 2 | Tonja Anderson | PJ Gilchrist, Aymara Ahumada |
| Search & Rescue Team 3 | Rosella Gonzalez | Mayra Salazar-Villegas, Amanda Elson |
| Search & Rescue Team 4 | Micki King | Monica Mello, Jennifer Martignetti |
| Medical | Beth Woodill/Shelby Strickland | Kacie Baker, Elizabeth Upchurch, |
| Student Care & Supervision | Shawn Williams/Jackie Siragusa | |
| Crisis Recovery | Julie Danks | Lenny Correia, Patricia Coble, Janeth Cruz, Karen Galvez, Gwen Fraley |
| Student Release | Lamia Matti | Priscilla Barcellos, Heather Covert, Cathy/Sara Sprecco |

Injury/Health Emergency

Student Staging Area Teams:

| Locations | Team Leader: | Staff: |
|----------------------------|----------------------------------|--|
| Student Care & Supervision | Shawn Williams & Jackie Siragusa | |
| Student Release | Lamia Matti | Priscilla Barcellos, Claudia Lemme, Heather Covert, Cathy/Sara Sprecco |

Planning

| Team | Team Leader: | Staff |
|--------------------|-----------------|-------|
| Documentation | Staci Arnold | SSC |
| Situation Analysis | Jackie Siragusa | SSC |

Logistics

| Team | Team Leader: | Staff: |
|---------------------|--------------|---|
| Supplies/Facilities | Todd Owens | Bill Bryant/Rafael Ordonez |
| Staffing | Staci Arnold | |
| Communication | Staci Arnold | Lamia Matti, Beth Woodier, Jackie Siragusa |
| Transportation | Todd Owens | |

Finance

| Team | Team Leader: | Staff: |
|-------------|--------------|--------------|
| Purchasing | Staci Arnold | Lamia Matti |
| Timekeeping | Lamia Matti | Beth Woodill |

District Emergency Directory

| Name | Phone Number |
|------------------|----------------|
| Todd Owens | (619) 507-9890 |
| Natalie Winspear | (619) 402-0605 |
| Lisa DeRosier | (619) 415-1367 |
| Andy Johnsen | (619) 592-9981 |
| Kim Reed | (619) 357-9902 |
| Erin Garcia | (619) 592-9315 |
| Cesar Morales | (619) 592-6516 |
| Hee-Jin Peterson | (818) 458-7406 |
| Jim Rosa | (619) 675-5380 |
| Steve Mull | (619) 838-7511 |
| Jaime Gonzalez | (619)746-0148 |
| Staci Arnold | (619) 709-3062 |
| Grace Cox | (760) 419-4610 |
| Leslie Hardiman | (619) 288-2580 |
| Tessa Green | (702) 461-0618 |
| Keith Keiper | (818) 522-7160 |

Emergency Communications

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a school:

Internal communications will be via:

- Public address systems
- Emails
- Message runner
- District telephone/emergency radio to administration offices

External communications will be via:

- The main communications network
- News bulletins, as needed, by appointed personnel only

Emergencies affecting two or more schools:

Inter-district communications will be via:

- Telephone, if operable
- District internal communications
- Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

Working with the news media:

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas.

Staff are to report any news media personnel that appear elsewhere on campus.

| Lakeside Union School District EOC Message Form | | | |
|--|--|---|---|
| Date | Priority (Circle one) <div style="display: flex; justify-content: space-around;"> EMERGENCY URGENT ROUTINE </div> <div style="display: flex; justify-content: space-around;"> (Life Threatened) (Property Threatened) (All Others) </div> | | |
| Time | | | |
| TO | Name _____ Title _____ Location _____ | FROM | Name _____ Title _____ Location _____ |
| Check One Take Action For Information Other _____ | | | |
| <u>Category</u> | <u>Number</u> | <u>Description</u> | |
| A. | # _____ | Fatalities | |
| B. | # _____ Minor | Injuries Minor: In need of First Aid attention only | |
| C. | # of Injured # _____ Major # _____ Moderate | Injuries (Ambulance) Major: Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock. Moderate: Burns, major multiple fractures, Back injuries with or without spinal cord damage | |
| D. | Circle one Major Moderate Minor | Property Damages Major damage: building collapse, building leaning, major ground movement causing large cracks in ground. Moderate damage: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines). Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows. | |
| E. | ___ Ambulance ___ PG&E ___ Other | Resources Needed ___ Other: (describe) | |
| Transmit only the data within the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate. | | | |
| Additional Information: | | | |
| Disposition: | | | |
| Action Requested By: (Name) | | Time Action provided: | |

Media Contact Information

Television Stations

Contact the DO

Fax Numbers

Telephone

(619)390-2600

Radio Stations

Contact the DO

Fax Numbers

Telephone

(619)390-2600

Newspapers

Contact the DO

Fax Numbers

Telephone

(619)390-2600

Recovery

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, San Diego County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

| | | |
|----------------------------------|------------------------|----------------|
| Mental Support Resource Contact: | Dr. Patricia Fernandez | (619) 457-2033 |
| Social Support Resource Contact: | Dr. Patricia Fernandez | (619) 457-2033 |

Appendices

**Lakeview Elementary School
Safety Plan Annual Drill Report
2020 - 2021**

| Date | Time | | Please place a check mark below for which drill has been completed. | | | | | Principal's Signature |
|------|-------|-----|---|------|------------|----------------|--------------|-----------------------|
| | Start | End | Radio Communications | Fire | Earthquake | Active Shooter | Other Drills | |
| | | | | | | | | |
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ANNUAL DISASTER SERVICE WORKER SURVEY
2020 - 2021

| General Information | | |
|---|--|---------------------------------------|
| 1. Name | | |
| 2. Position | | |
| 3. Location | | |
| 4. Work | | |
| 5. Home Phone | | |
| Specialized Skills | | |
| 1. Bilingual? | | If yes, Language(s): |
| 2. CPR Certified? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 3. First Aid Certified? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 4. CERT (Trained?) | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 5. Simple Triage/Rapid Assessment Trained? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| Personal Responsibilities | | |
| 1. Children? | | If yes, ages: |
| 2. Special Needs? | | If yes, please describe: |
| 3. Elderly parents? | | Comments: |
| 4. Pets? | | Comments: |
| 5. Other caregivers available? | | Comments: |
| 6. Other | | |
| In an Emergency -- Confidential | | |
| 1. Anything you want us to know? Special Needs? Medications? | | |
| 2. Other: | | |
| | | |

Homeland Security Advisory System



Homeland Security Advisory System (Adapted for San Diego County County)

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.

Threat Conditions and Recommended Protective Measures

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

**GREEN:
LOW RISK OF
TERRORIST ATTACK**

This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

General Measures

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for "Do Not Duplicate"
- Review and update the Emergency Call-in List.

**BLUE:
GENERAL RISK OF
TERRORIST ATTACK**

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
- Test your generator once per week.

**YELLOW
SIGNIFICANT RISK OF
TERRORIST ATTACK**

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
- Test your generator once per week.

**ORANGE
HIGH RISK OF
TERRORIST ATTACK**

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
- Be alert to parent, staff, student concerns to determine when/how to communicate.
- Communication should focus on reassurance that school is a safe place
 - Reminder - schools have existing safety plans
 - Reminder - schools practice their safety procedures
 - Reminder - schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student's fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites
- Test your generator once per week.

**RED:
SEVERE RISK OF
TERRORIST ATTACKS**

A Severe Condition reflects a severe risk of terrorist attacks. Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The San Diego County Emergency Operations Center, will be occupied initially during the first 24 hours of a RED threat level. (Continued operation will be determined on an as-need basis.)

The San Diego County Office of Education will provide staff at the San Diego County Office of Emergency Operations Center to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail link to ACOE, telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the ALCO EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.
 - review communication guidelines under Orange Threat Level
 - reminder - In the event of a RED threat level, school districts have a direct communication link via amateur radio to the San Diego County County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.

- Consider canceling special events.
- Consider closing campuses, if necessary.
- Maintain close contact with your local Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

Location Specific Emergencies

Pandemic/Influenza

EMERGENCY RESPONSE

PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- Insure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).

- Practice "respiratory hygiene etiquette".
- Practice hand washing hygiene etiquette
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement online homework assignments so that students can stay home.

Lakeside Union School District

Lakeside Union School District
12335 Woodside Avenue Lakeside, CA
92040
Lakeside, CA, CA 92040

619.390.2600
619.561.7929
www.lsusd.net

SB 187

Comprehensive School Safety Plan Process & Templates

LINDO PARK SCHOOL
12824 LAKESIDE DR. LAKESIDE, CA 92040
619-390-2656

2020-2021

PREFACE

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

It is NOT intended to be a "grab and go" guide in an actual emergency.

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SB 187: School Safety Plan

Introduction

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter. (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

- Child Abuse reporting procedures
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students

- Sexual Harassment Policy
- Safe ingress and egress to and from school
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Dress Code
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

IMPLEMENTATION OF PLAN

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the school library and the main offices.

School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294,1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)p>


Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- A representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

The following template may be utilized as the cover signature sheet:

LINDO PARK SCHOOL
Safety Plan Signature Page
2019-2020

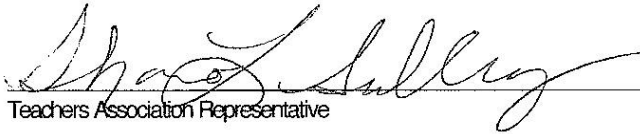
The undersigned members of the LINDO PARK SCHOOL School Safety Planning Committee certify that the requirements for the SB 187 Safety Plan have been met.



Principal



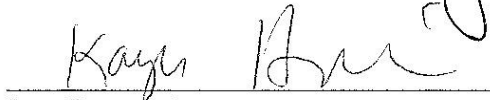
President, LINDO PARK SCHOOL Council



Teachers Association Representative



Classified Association Representative



Parent Representative

Law Enforcement Representative

Annual Safety Goals

LINDO PARK SCHOOL Safety Plan Goals 2020 - 2021

Goal: Complete Comprehensive Planning Through Environmental Design study in collaboration with the Sherriff's office by June 30, 2020. This will serve as baseline data and help our site to determine speciifc goals and actions for improved safety on our campus.

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting consistent with Penal Code 11164.
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A sexual harassment policy pursuant to Education Code 212.6
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing "gang related apparel," the provisions of that dress code.
- Routine and Emergency Disaster Procedures: -Emergency and Disaster Preparedness Plan -Fire Drills -Bomb Threats -Earthquake Emergency Procedure System - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students and/or parents notified that this policy exists?
- How are staff, students and/or parents notified relative to a specific incident?
- What staff/student training(s) have been completed?
- What additional trainings are needed?

Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

- Injury inflicted by another person
- Sexual Abuse
- Neglect of child's physical, health, and emotional needs.
- Unusual and willful cruelty; unjustifiable punishment.
- Unlawful corporal punishment.

2. Not Considered Child Abuse

- Mutual affray between minors
- Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For purposes of self-defense
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escapee

B. Mandated Child Abuse Reporting

- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:
The telephone call must be made immediately or as soon as practicably possible by telephone.
AND

A written report must be sent within 36 hours of the telephone call to the child protective agency.

- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
- When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
- The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
- This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

D. Child Abuse Reporting Number: 1.800.344.6000

E. Staff Training: ALL staff must complete annual Mandated Reporter Training

F. Board Policies:

Child abuse reporting procedures are detailed in LUSD Board Policies 5141.4. All LUSD Staff members follow Board Policy for Child Abuse reporting. All staff are trained annually on requirements for child abuse reporting as mandated reporters. Online training is provided by SDCOE JPA Learning Library. All staff must complete training within the first 6 weeks of the school year or within 6 weeks of employment (per Penal Code 11165.7)

Any school employee, who knows or reasonably suspects that a child has been a victim of child abuse or neglect shall report immediately or as soon as reasonably possible, by telephone, to child protective services using the CPS hotline. The employee shall follow up with the submission of Suspected Child Abuse Report form within 36 hours.

Board Policy:

Child Abuse Prevention: BP5141.4

The Governing Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse,

inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

(cf. 6143 - Courses of Study)

The Superintendent or designee shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 0450 - Comprehensive Safety Plan)

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect. The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Sexual Harassment Policy

A. DEFINITION

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:

- Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
- Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
- The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;
- The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Staff Training: All staff participate in mandatory annual sexual harassment training

C. Student Sexual Harassment Policy:

Lakeside Union School District and the Governing Board are committed to maintaining an educational environment that is free from harassment. Sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of the Civil Rights Act of 1972 and is prohibited by both federal and state laws. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation (BP 5145.7). Sexual harassment is defined in Education Code to mean unwelcome sexual advances; requests for sexual favors; or verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting. 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:

The Board believes that concerned stakeholders should always attempt to resolve their concerns at the level where the concern first started - rather than with the formal filing of a complaint with the person (as defined in this policy).

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

- Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

- Submission to or rejection of the conduct by a student is used as the basis for academic

decisions affecting the student

- The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment

- Submission to or rejection of the conduct by the student is used as the basis for any decision

affecting the student regarding benefits and services, honors, programs, or activities available

at or through any district program or activity

Unwelcome Conduct: Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

- Unwelcome leering, sexual flirtations or propositions
- Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading

descriptions

- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, notes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-gender class
- Massaging, grabbing, fondling, stroking or brushing the body

General Information Regarding Reports and/or Complaints of Sexual Harassment

Confidentiality: All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

Disciplinary Action: Anyone 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 and/or legal action. For students in grades 4 through 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.

Retaliation: The Board prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Filing a Report of Information Complaint of Discrimination, Harassment, Intimidation, or Bullying Based on Sex

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a

complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available, including counseling services. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

At any time during the process, students, parents, or guardians may contact the Title IX Coordinator to report or file an informal complaint directly with the district at:

Title IX Coordinator

Stacy Coble

Director, Human Resources

Lakeside Union School District

scoble@lsusd.net

12335 Woodside Avenue

Lakeside, CA 92040

(619) 390-2600

Filing a Formal or Uniform Complaint

Pursuant to BP 1312.3, the Board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures.

The Uniform Complaint may be mailed or filed at:

Human Resources Department

Lakeside Union School District

12335 Woodside Avenue

Lakeside, CA 90240

D. Board Policies related to Sexual Harrassment:

Board Policy 0410: Nondiscrimination in District Programs

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf.1240 - Volunteer Assistance)

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4033 - Lactation Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)
(cf. 6178 - Career Technical Education)
(cf. 6200 - Adult Education)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, application form, or other recruitment materials distributed to these groups.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4031 - Complaints Concerning Discrimination in Employment)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

Access for Individuals with Disabilities

(cf. 3540 - Transportation)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5145.13 - Response to Immigration Enforcement)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

(cf. 1330 - Use of Facilities)

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

Access for Individuals with Disabilities

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations.

When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

(cf. 6163.2 - Animals At School)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

(cf. 6020 - Parent Involvement)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator.

He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

ASSISTANT SUPERINTENDENT, ED SERVICES

12335 Woodside Avenue, Lakeside, CA 92040

(619) 390-2608

kreed@lsusd.net

Board Policy 5145.3 Students: Nondiscrimination and Harassment

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed

to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1330 - Use of Facilities)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

Board Policy 5145.7 Students: Sexual Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment 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 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 a district compliance officer.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate 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 of the harassment 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

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to 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.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

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 district schools.

(cf. 3580 - District Records)

Administrative Regulations

Administrative Regulations 5145.31 Students: Non-Discrimination For Students and Employees

This regulation is meant to advise school site staff and administration regarding transgender and gender non-conforming student concerns in order to create a safe learning environment for all students, and to ensure that every student has equal access to all components of their educational program.

Confirmation of a student's asserted gender identity will be in consultation with the student and parent or guardian with educational rights. The District recognizes that the person best situated to determine a student's gender identity is the student himself or herself. A school should accept a student's assertion of his or her gender identity in consultation with a parent, where there is

consistent and uniform assertion of the gender-related identity, and any other evidence that the gender-related identity is sincerely held as part of the person's core identity. If a student's gender-related identity, appearance, or behavior meets the standard, the only circumstance in which a school may question a student's asserted gender identity is where the school personnel have a credible basis for believing that the student's gender-related identity is being asserted for an improper purpose.

The California Education Code states that "all pupils have the right to participate fully in the educational process, free from discrimination and harassment." (Cal. Ed. Code Section 201(a).) Section 220 of the Education Code provides that no person shall be subject to discrimination on the basis of gender in any program or activity conducted by an educational institution that receives or benefits from state financial assistance.

The Code further provides that public schools have an affirmative obligation to combat sexism and other forms of bias, and a responsibility to provide equal educational opportunity to all pupils. (Cal. Ed Code Section 201(b).)

The CCR similarly provides that "No person shall be excluded from participation in or denied the benefits of any local agency's program or activity on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity conducted by an 'educational institution' or any other 'local agency'. . . that receives or benefits from any state financial assistance." (5 CCR Section 4900(a).)

The California Code of Regulations defines "gender" as: "a person's actual sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth." (5 CCR Section 4910(k).) The Board Policy prohibits gender-based harassment. It requires that "All educational programs, activities and employment practices shall be conducted without discrimination based on . . . sex, sexual orientation, [or] gender identity."

Therefore, transgender and gender non-conforming students must be protected from discrimination and harassment in the public school system. Staff must respond appropriately to ensure that schools are free from any such discrimination or harassment.

Official Records and Confidentiality

The District is required to maintain a mandatory permanent pupil record which includes the legal name of the pupil, as well as the pupil's gender. (5 Cal. Code Reg. 432(b)(1)(A). (D).)

The District shall change a student's official records to reflect a change in legal name or gender upon receipt of documentation that such legal name and/or gender have been changed pursuant to California legal requirements. Students are not required to obtain a court ordered name and/or gender change or to change their official records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

The former name and gender identity of a student shall be kept confidential. Schools shall create a procedure for keeping the student records with the former gender identity confidential, where possible.

The school shall set a procedure to update name changes and gender markers in the school's system upon request.

Access to Restrooms and Locker Rooms

All students are entitled to have access to restrooms, locker rooms and changing facilities that are sanitary, safe, and adequate, so they can comfortably and fully engage in their school program and activities. Transgender students shall not be forced to use the locker room and restroom corresponding to their gender assigned at birth. In meeting with the transgender/gender non-confirming student (and parent), it is essential that the principal and student address the student's access to the restrooms, locker room and changing facility.

Each situation needs to be reviewed and addressed based on the particular circumstances of the student and the school facilities. In all cases, the principal should be clear with the student (and parent) that the student may access the restroom, locker room, and changing facility that corresponds to the student's gender identity. All students with privacy concerns will be provided with a safe and adequate alternative, based on availability and appropriateness to address privacy concerns, such as:

1. Use of a private area in the public area (i.e., a bathroom stall with a door, an area separated by a curtain or screen, a PE instructor's office in the locker room);
2. A separate changing schedule (either utilizing the locker room before or after the other students); or
3. Use of a nearby private area (i.e., a nearby restroom, a unisex restroom, or a nurse's office).

Physical Education and Intramural and Interscholastic Activities

Transgender students shall

not be denied the opportunity to participate in physical education, nor shall they be forced to have physical education outside of the assigned class time.

Where there are sex-segregated classes or athletic activities, all students must be allowed to participate in a manner consistent with their gender identity. The California Interscholastic Federation (CIF) has provided bylaws stating that all students should have the opportunity to participate in CIF activities in a manner consistent with their gender identity. The District will provide athletic opportunities consistent with the gender identity of each student.

Whenever students are separated by gender in school activities, or subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such rule, policy, or practice consistent with their gender identity.

Names/Pronouns

Students shall have the right to be addressed by a name and pronoun corresponding to their gender identity that is consistently and uniformly asserted at school. This directive does not prohibit inadvertent slips or honest mistakes, but it does apply to an intentional and persistent refusal to respect a student's gender identity. The requested name shall be included in the school's data retention system in addition to the student's legal name, in order to inform teachers of the name and pronoun to use when addressing the student.

To create a safe and supportive environment for the student, the school shall engage the student and parent with respect to name and pronoun use, and agree on a plan to initiate that name and pronoun use within the school.

Dress Code

Generally, students should be permitted to participate in gender-segregated recreational gym class activities and sports in accordance with the student's gender identity that is consistently and uniformly asserted at school. Participation in competitive athletic activities and contact sports will be resolved on a case by case basis.

School sites can enforce dress codes that are adopted pursuant to Education Code 35291. Students shall have the right to dress in accordance with their gender identity that is exclusively and consistently asserted at school, within the constraints of the dress codes adopted at their school site. This regulation does not limit a student's right to dress in accordance with the school dress code policy.

Parent Notification

School Administration will respect the privacy of students who discuss the issue of their gender identity with school personnel. There will be parent notification upon official request by the student to change their gender identity of record.

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: December 12, 2013 Lakeside, California

Administrative Regulations 4031 Personnel: Complaints Concerning Discrimination in Employment

Complaint Procedure

Any complaint by an employee or job applicant alleging discrimination or harassment shall be addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: Any employee or job applicant (the "complainant") who believes he/she has been subjected to prohibited discrimination or harassment shall promptly inform his/her supervisor, the district's Coordinator for Nondiscrimination in Employment, or the Superintendent.

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the Coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

2. Investigation Process: The Coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five school days of receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The Coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The Coordinator shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

If the Coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the Coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

When necessary to carry out his/her investigation or to protect employee or student safety, the Coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The Coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The Coordinator shall ensure that such interim measures do not constitute retaliation.

3. Written Report on Findings and Corrective Action: No more than 30 days after receiving the complaint, the Coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator shall notify the complainant and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

The report shall be presented to the complainant, the person accused, and the Superintendent or designee.

4. Appeal to the Governing Board: The complainant or the person accused may appeal any findings to the Board within 10 working days of receiving the written report of the Coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 working days.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 9321 - Closed Session Purposes and Agendas)

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may also file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960 (Government Code 12960)

2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)

3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

Administrative Regulations 5145.3 Students: Nondiscrimination and Harassment

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including

Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent
12335 Woodside Avenue
Lakeside, CA 92040
(619) 390-2608

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.

(cf. 5145.6 - Parental Notifications)

4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so.

(Education Code 234.1)

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity

2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As

appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's

assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity,

without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress Code)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

revised: April 16, 2015

Definitions

Prohibited

sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.

2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.

3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.

4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. Such training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position.

(Government Code 12950.1)

A supervisory employee is any employee with the authority to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or to effectively recommend such action.

The district's sexual harassment training and education program for supervisory employees shall include the provision of (Government Code 12950.1; 2 CCR 7288.0):

1. Information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment.
2. Practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation.
3. A component on the prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance
4. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
5. All other contents of mandated training specified in 2 CCR 11023

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
 2. The definition of sexual harassment under applicable state and federal law
 3. A description of sexual harassment, with examples
 4. The district's complaint process available to the employee
- (cf. 4031 - Complaints Concerning Discrimination in Employment)
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
 6. Directions on how to contact DFEH and the EEOC
 7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 12, 2012 Lakeside, California

revised: February 11, 2016

Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school or private property.
- Possessed or used 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.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit sexual assault.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be

suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period, whether on or off the campus.
- During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

- Causing serious physical injury to another person, except in self-defense.
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- Unlawful possession of any controlled substance, as defined under Ed. Code.
- Robbery or extortion.
- Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance as defined by Education Code.
- Committing or attempting to commit a sexual assault as defined in the Education Code.

Board Policies:

AR 5144 Students

Discipline

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques

whenever possible. In addition, discipline shall be used in a manner that corrects student behavior without intentionally creating an adverse effect on student learning or health.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5136 - Gangs)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.5 - Student Success Teams)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Board Policy 5144.1: Suspension And Expulsion/Due Process

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law, in policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
 2. While going to or coming from school
 3. During the lunch period, whether on or off the school campus
- (cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension

shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 1020 - Youth Services)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in public an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

AR 5144.1 Students Suspension And Expulsion/Due Process Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be subject to suspension or expulsion shall be only those as follows:

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(a) and (t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Knowingly received stolen school property or private property. (Education Code 48900(l))

12. Possessed an imitation firearm. (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

Hazing means a method of initiation or preinitiation into a student 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 or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability

to participate in or benefit from the services, activities, or privileges provided by a school.
(Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability.
(Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property

damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

A teacher may not suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any other acts specified Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal, or Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal, may in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

(cf. 5125 - Student Records)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

(cf. 5125 - Student Records)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school

for the purpose of the conference the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

b. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

c. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion": Grades K-12 and "Additional Grounds for Suspension and Expulsion Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an expellable offence above under "Grounds for Suspension and Expulsion", the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment.

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that another student's privacy rights are not violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued

in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of

the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and be permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with parent/guardian and district staff, including the student's teachers, and with the student's parent/guardian regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel, or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session

or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #19-21 under "Grounds for Suspension and Expulsion: Grades K-12 and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees.
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record, and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

AR 5144.2 Students

Suspension And Expulsion/Due Process (Students With Disabilities)

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
(cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530) The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530) (cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

- Identify off-campus evacuation site(s).
- Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization: Inside: Lakeside Community Center main room Outside: Lakeside Community Center northwest parking lot in Lindero Lake County Park

Address: 9841 Vine Street, Lakeside, Ca. 92040

Contact: David Collins, Head Park Ranger, (619)540-1662 Kevin Romero, Interim Supervisor
kevin.romero@sdcounty.ca.gov

Phone Number: Community Center (619) 443-9176 Ranger (619)540-1662

Date of Agreement: September 2016

Organization: Inside: Tierra Del Sol Multi-Purpose Room Outside: Tierra Del Sol Middle School parking lot

Address: 9611 Petite Lane, Lakeside, Ca. 92040

Contact: Leslie Hardiman, Principal

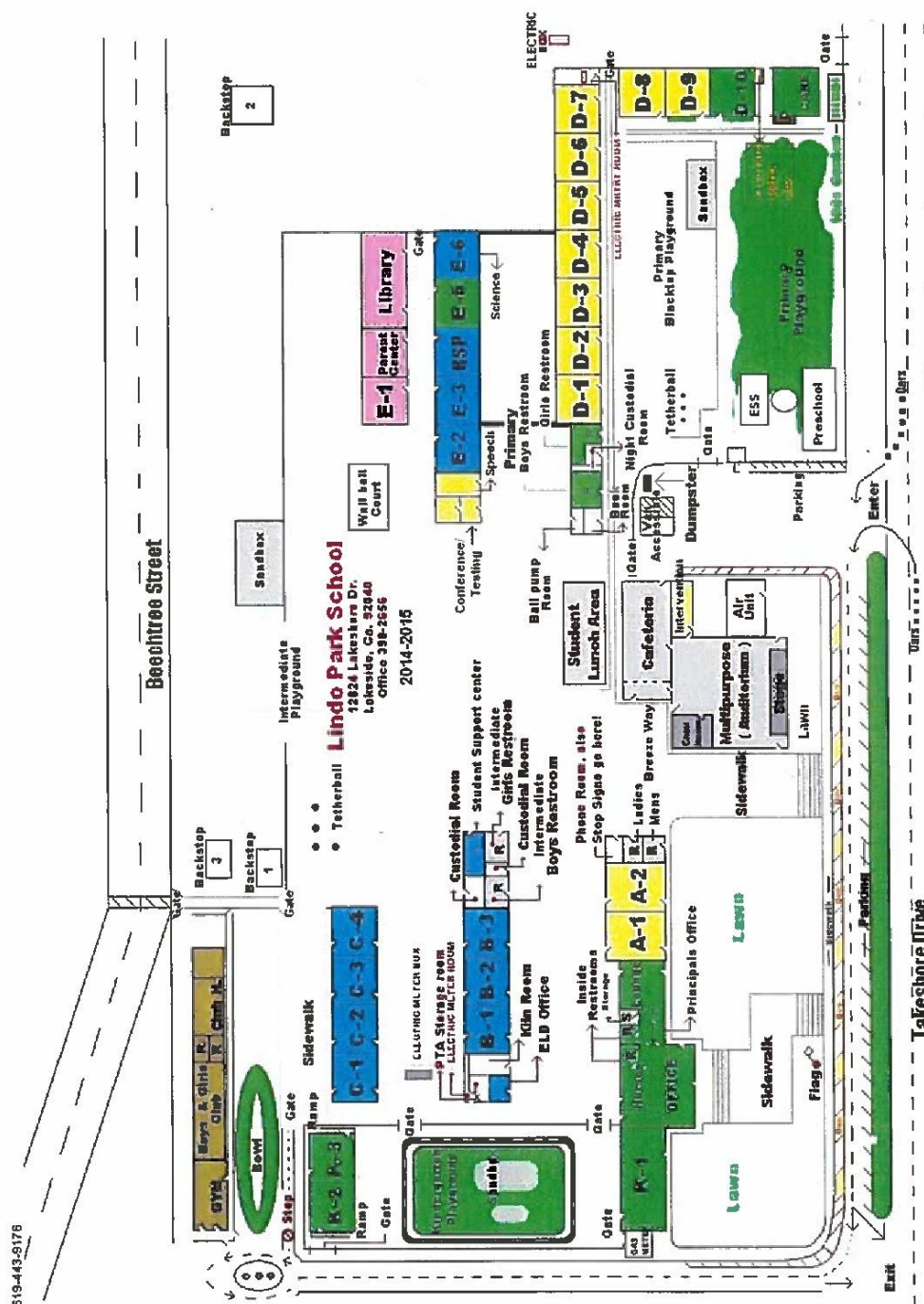
Phone Number: School Office (619) 390-2670 Principal's Cell (619) 288-2580
Date of Agreement: September 2012

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

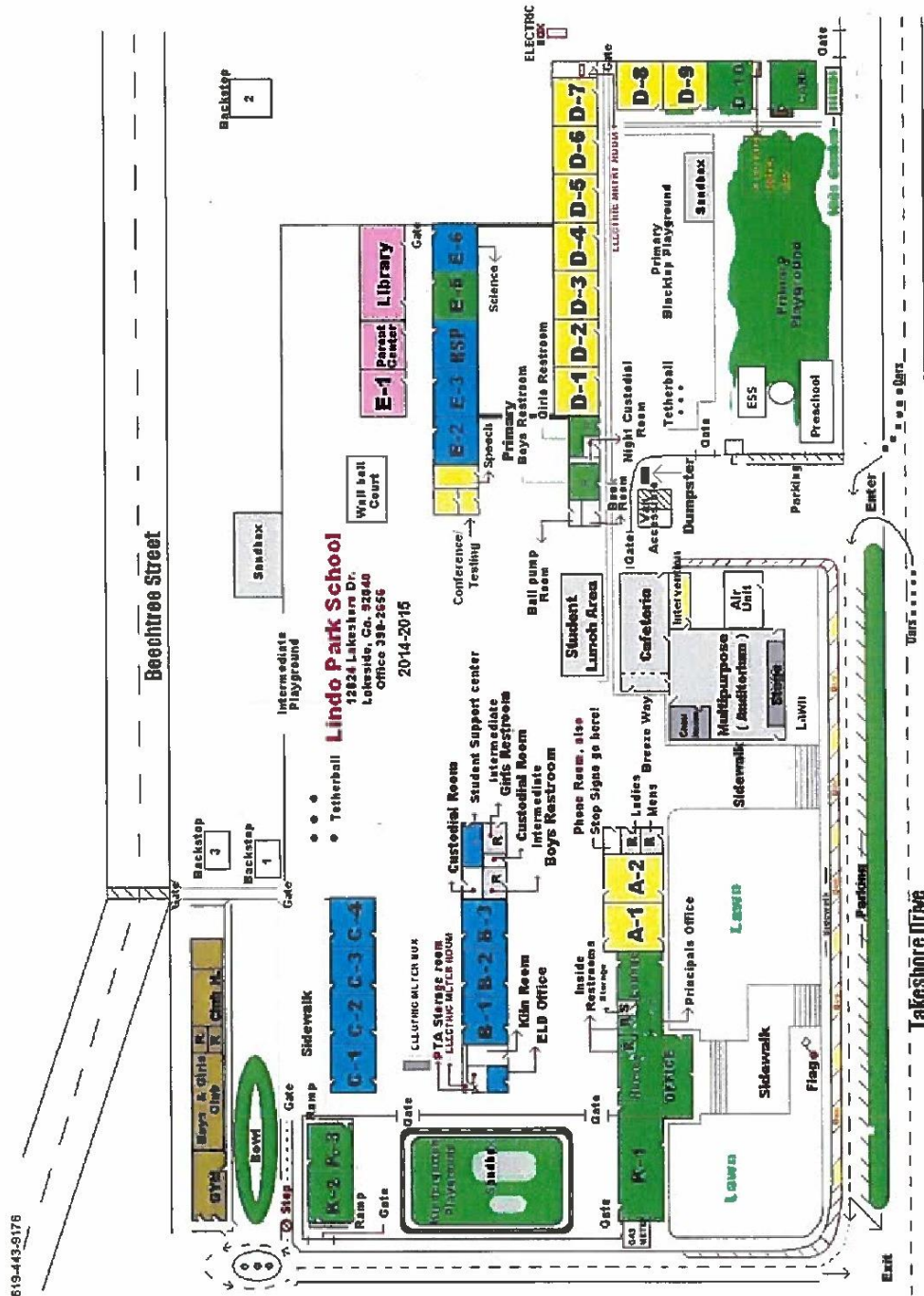
Follow the "Shelter-in-Place" procedures.

C. Staff Training

Daily Ingress/Egress Routes



Emergency Evacuation Routes



School Discipline

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

- Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training: Lindo Park Elementary School will review Safety Plan and Procedures with all staff in August 2020, February, 2021, and March, 2021. Options-Based Safety Planning was provided in 2020. Tenets from training will be reviewed annually. REMS Training was provided to Administrative Staff on Dec. 18, 2020. School Site Council was briefed on REMS training January, 2020.

D. Board Policies:

BP5144 Discipline:

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5131 - Conduct)

(cf. 5131.14 - Bus Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools.

The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

(cf. 5131.41 - Use of Seclusion and Restraint)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district school, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

AR 5144 Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers

3. School administrators

4. School security personnel, if any

(cf. 3515.3 - District Police/Security Department)

5. For junior high, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians

(cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

5. Enrollment in a program for teaching prosocial behavior or anger management

6. Participation in a restorative justice program

7. A positive behavior support approach with tiered interventions that occur during the school day on campus

8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

11. Recess restriction as provided in the section below entitled "Recess Restriction"

12. Detention after school hours as provided in the section below entitled "Detention After School"

13. Community service as provided in the section below entitled "Community Service"

14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Cocurricular Activities)

15. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Recess Restriction

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. The student's teacher shall inform the principal of any recess restrictions imposed.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours, on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

revised: June 27, 2019

Lakeside Union School District
Uniform Discipline Policy (Elementary Level)

Consequences may vary depending on frequency and severity of the incident(s) as well as discipline history.
Parent Conference, Restorative Justice and Other Means of Correction Pre/post Incident as Appropriate.

| Infractions Ed Code 48900 (a) to (o) | First Incident | Second Incident | Third Incident |
|--|--|--|--|
| (a)(1) Caused, Attempted, or Threatened to Cause Physical Injury to Another Student That is Substantive | Threat assessment; Up to 2-days suspension | Threat assessment; Up to 3-days suspension | Threat assessment; Up to 5-days suspension; possible expulsion |
| (a) Kicking, Pushing or Shoving (No Injury) | Site consequence(s) | Site consequence(s) | Site consequence(s); Up to 2-days suspension |
| (b) Possessed, Sold Or Furnished Any Firearm, Or Explosive | 5-days suspension; threat assessment, police report; and possible expulsion | | |
| (b) Possessed, Sold Or Furnished Any Knife Or Dangerous Object | Threat assessment; Up to 3-days suspension | Threat assessment; Up to 4-days suspension | Threat assessment; 5-days suspension; police report; possible expulsion |
| 48915(c) Brandishing a Knife | 5-days suspension; threat assessment, police report; and expulsion | | |
| (c) Possessed, Used, Furnished, or Been Under The Influence of Any Controlled Substance or Alcohol. | Up to 3-days suspension; possible police report | Up to 5-days suspension; possible police report | Up to 5-days suspension; possible police report; possible expulsion |
| (d) Sold, Offered, Arranged or Negotiated to Sell Any Controlled Substance | 5-days suspension; police report; and expulsion | | |
| (f) Caused or Attempted to Cause Damage to School Property or Private Property | Restorative justice; site consequence(s); and/or up to 5-days suspension; possible police report | Restorative justice; site consequence(s); and/or up to 5-days suspension; possible police report | Restorative justice; site consequence(s); up to 5-days suspension; police report; possible expulsion |
| (g) Stolen or Attempted to Steal School Property or Private Property | Restorative justice; site consequences; and/or up to 2-days suspension; possible police report | Restorative justice; site consequences; and/or up to 3-days suspension; possible police report | Restorative justice; site consequences; and up to 5-days suspension; possible police report |
| (h) Possessed or Used Tobacco, or Any Products Containing Tobacco or Nicotine (Hookah Pens) | Site consequence; up to 2-days suspension | Site consequence; up to 3-days suspension | Site consequence; up to 5-days suspension; and possible expulsion |
| (i) Committed An Obscene Act or Verbal Assault Toward School Authority or Engaged in Habitual Profanity or Vulgarity | Restorative justice; site consequence(s); up to 1 day suspension | Restorative justice; site consequence(s); up to 2-days suspension | Restorative justice; site consequence(s); up to 3-days suspension |
| (k) Disrupted School Activities Or Willfully Defied The Valid Authority Of School Officials. | Site consequence(s) [K-5 th] | Site consequence(s) [K-5 th]; up to 1 day suspension [4 th or 5 th only] | Site consequence(s) [K-5 th]; up to 2 day suspension [4 th or 5 th only] |
| (r) Harassing, Intimidation or Bullying | Restorative justice; Site consequence(s) | Restorative justice; Site consequence(s); up to 1 day suspension | Restorative justice; Site consequence(s); up to 2-days suspension |
| 48900.2 Sexual Harassment | Restorative justice; Site consequence(s); up to 2-days suspension | Restorative justice; Site consequence(s); up to 3-days suspension | Restorative justice; Site consequence(s); up to 5-days suspension |
| 48900.3 Hate Motivated Behavior: race, sexual orientation, ethnicity, religion, nationality, disability, gender, gender identify, gender expression, or sexual orientation | Restorative justice; Site consequence(s) | Restorative justice; Site consequence(s); up to 2 days suspension | Restorative justice; Site consequence(s); up to 5 days suspension |

Last Revised: 9/30/14

(Internal Use Only)

Lakeside Union School District Uniform Discipline Policy (Elementary Level)

**Consequences may vary depending on frequency and severity of the incident(s) as well as discipline history.
Parent Conference, Restorative Justice and Other Means of Correction Pre/post Incident as Appropriate.**

| Minor/Lesser Infractions | First Incident | Second Incident | Third Incident |
|---|---|--|--|
| Argument (No Contact) | <ul style="list-style-type: none"> Site consequence(s) Restorative justice Parent contact or Classroom visit | Restorative justice; Site consequence(s); up to 1 day suspension | Restorative justice; Site consequence(s); up to 2-days suspension |
| False Fire Alarms | <ul style="list-style-type: none"> Referral to school counselor Community service/Service learning | Restorative Justice; Site consequence(s); up to 1 day suspension | Restorative justice; Site consequence(s); up to 1 day suspension; referral to Burn Institute |
| Cheating/Plagiarism | | Zero on assignment; Site consequence(s) | Zero on assignment; Site consequence(s) |
| Misuse Of Electronic Devices | <u>Sample site consequences:</u> Saturday School | Confiscation/Parent pick-up; Limited use | Confiscation/Warning; Device(s) banned from school |
| Cutting Class Or Out Of Class | Lunch or After School Detention | Site Consequence(s); Saturday School | Site Consequence(s); Saturday School |
| Riding Bikes Or Skateboards On Campus | Referral to Principal/AP | Confiscation | Confiscation; Saturday School. |
| Forgery of Any Kind | Referral to School Counselor | Saturday School | 1-day suspension |
| Gambling | Referral to Community Based Services | Site consequence(s); Saturday School | Site consequence(s); Saturday School; up to 1 day suspension |
| Display of Gang-Related or Affiliated Symbols | Restitution | Restorative justice; Site consequence(s); Parent conference | Restorative justice; Site consequence(s); Parent conference |
| Dress Code Violations | Move to Another Classroom | Site consequence(s) | Site consequence(s); Parent conference |
| Kicking, Pushing Or Shoving (No Injury) | Conflict Mediation/No Contact Contract | Restorative justice; up to 1 day suspension | Restorative justice; up to 2-days suspension |
| Students Identified Inciting Conflicts Or Fights: Running To & Photographing A Fight, Continued Presence At A Fight, Verbal Encouragement Of A Fight And Instigating A Fight (this includes verbal provocation or instigating a disruption) | Bus walker ESS suspension; etc. | Restorative justice; up to 1 day suspension | Restorative justice; up to 2-days suspension |
| Defiance/Disruption (Not suspendable under K) | | Site consequence(s) | Site consequence(s); Parent conference |
| No Show to Detention, Saturday School, or Office After Referral | | Site consequence(s) | Site consequence(s); Parent conference |
| Suspended Student on School Grounds or at School Activity | | Up to 2-days suspension; possible police report | Up to 2-days suspension; possible police report |
| Off Campus/Out of Bounds | | Site consequence(s) | Site consequence(s); Parent conference |
| Last Revised: 9/30/14 | | | (Internal Use Only) |

Lakeside Union School District Uniform Discipline Policy (Elementary Level)

**Consequences may vary depending on frequency and severity of the incident(s) as well as discipline history.
Parent Conference, Restorative Justice and Other Means of Correction Pre/post Incident as Appropriate.**

| | | | |
|--|--|---|--|
| Unsafe Behavior (running, throwing objects, horseplay, spitting, etc.) | | Site consequence(s); up to 1 day suspension | Site consequence(s); up to 2-days suspension |
| Bringing Inappropriate/Unsafe Items to School | | Site consequence(s); up to 1 day suspension | Site consequence(s); up to 2-days suspension |
| Displaying Inappropriate Affection | | Site consequence(s) | Site consequence(s); parent conference |

Last Revised: 9/30/14

(Internal Use Only)

| LINDO PARK ELEMENTARY LOW LEVEL REFERRAL FORM | | |
|--|---|---|
| Student _____ Staff Member _____ Gr _____ | | |
| 1st Incident | Date: _____ | Time: _____ |
| Location <input type="checkbox"/> Classroom <input type="checkbox"/> Quad/Field <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch Area <input type="checkbox"/> P.E. Area <input type="checkbox"/> | Problem Behavior <input type="checkbox"/> Disruption: _____ <input type="checkbox"/> Defiance: _____ <input type="checkbox"/> Disrespect: _____ <input type="checkbox"/> Property Misuse <input type="checkbox"/> Dress Code <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> | Staff Intervention Administered <input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Cued/Prompted Student: _____ <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Teacher collaborated with *TEAM *Counselor *Admin <input type="checkbox"/> Student met with TEAM to discuss additional supports <input type="checkbox"/> Reviewed Data Scores (CAASPP, Lexile, Screener) <input type="checkbox"/> Review Discipline data for patterns & trends <input type="checkbox"/> Informed Parent: ____ / ____ / ____ phone call or email <input type="checkbox"/> |
| 2nd Incident | Date: _____ | Time: _____ |
| Location <input type="checkbox"/> Classroom <input type="checkbox"/> Quad/Field <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch Area <input type="checkbox"/> P.E. Area <input type="checkbox"/> | Problem Behavior <input type="checkbox"/> Disruption: _____ <input type="checkbox"/> Defiance: _____ <input type="checkbox"/> Disrespect: _____ <input type="checkbox"/> Property Misuse <input type="checkbox"/> Dress Code <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> | Staff Intervention Administered <input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Cued/Prompted Student: _____ <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Teacher collaborated with *TEAM *Counselor *Admin <input type="checkbox"/> Student met with TEAM to discuss additional supports <input type="checkbox"/> Reviewed Data Scores (CAASPP, Lexile, Screener) <input type="checkbox"/> Review Discipline data for patterns & trends <input type="checkbox"/> Informed Parent: ____ / ____ / ____ phone call or email <input type="checkbox"/> |
| 3rd Incident | Date: _____ | Time: _____ |
| Location <input type="checkbox"/> Classroom <input type="checkbox"/> Quad/Field <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch Area <input type="checkbox"/> P.E. Area <input type="checkbox"/> | Problem Behavior <input type="checkbox"/> Disruption: _____ <input type="checkbox"/> Defiance: _____ <input type="checkbox"/> Disrespect: _____ <input type="checkbox"/> Property Misuse <input type="checkbox"/> Dress Code <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> | Staff Intervention Administered <input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Cued/Prompted Student: _____ <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Teacher collaborated with *TEAM *Counselor *Admin <input type="checkbox"/> Student met with TEAM to discuss additional supports <input type="checkbox"/> Reviewed Data Scores (CAASPP, Lexile, Screener) <input type="checkbox"/> Review Discipline data for patterns & trends <input type="checkbox"/> Informed Parent: ____ / ____ / ____ phone call or email <input type="checkbox"/> |
| 4th Incident | OFFICE REFERRAL FORM | Date: _____ |
| Action Taken: | | |
| Administrators Signature: _____ | | Date: _____ |

Dress Code

A. Board Policies:

BP 5132 Students

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide.

(Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

AR 5132 Students

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Uniforms

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting.

(Education Code 35183)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

B. Staff Training

Lindo Park was trained in Sept. 2020 on Dress Code

Routine and Emergency Disaster Procedures: Drills

Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
(Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools.

(Code of Regulations, Title 5, Section 550)

- Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
- Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- Evacuation areas will be established away from fire lanes.
- Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
- The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

- The Fire Alarm can be heard by all staff and students.
- Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
- Evacuation areas will be established away from fire lanes.
- Teachers and students are staged in an orderly fashion away from fire lanes.
- Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
- Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Active Shooter/Lockdown Drills

LUSD does not conduct active shooter lockdown drills. Lockdown drills in general are permitted and local law enforcement is available to be on campus to evaluate our lockdown drills.

Lindo Park School will conduct two practice lockdown drills in March and in April- one when students are inside classrooms, and one when students are outside classrooms. In order to conduct an outside practice where students are not traumatized, we will speak to students ahead of time. We will tell them that we sometimes have strong windstorms or bees that cause people to have to go inside the first open door in a building. We will build discussion and processing time into our plans. Parents will be notified of processes and practices.

Active Shooter Drill Assessment Sheet

Team Member _____ **Building** _____

[illegible]

| Room | Door Barricade | Windows Covered | Lights | Interior Barricade | Teacher/ Students behind Barricade | PE at Gates | All Clear Code | Evacuation Yes/No |
|-------------|---------------------------|----------------------------|---------------|-------------------------------|---|------------------------|-------------------------------|------------------------------|
| | | | | | | | | |

Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Lakeside Union School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References - State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service 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 county, city, city and county, state agency or public district, excluding aliens legally employed.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A disaster is defined as sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a

flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

EMERGENCY RESPONSE:

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.

Send search and rescue team to look for trapped students and staff.

Post guards a safe distance away from building entrances to assure no one re-enters.

Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.

Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.

☐ Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

☐ Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.

☐ Check for injuries, and render First Aid.

☐ After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.

☐ Check attendance at the assembly area. Report any missing students to principal/site administrator.

☐ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

☐ Stay alert for aftershocks

☐ Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

☐ Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.

☐ After shaking stops, check for injuries, and render first aid.

☐ Check attendance. Report any missing students to principal/site administrator.

☐ Stay alert for aftershocks.

☐ Keep a safe distance from any downed power lines

☐ Do NOT re-enter building until it is determined to be safe.

☐ Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

☐ Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.

☐ Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.

☐ Notify fire department and utility company of suspected breaks in utility lines or pipes.

☐ If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.

☐ Notify District Office, who will inform public information media as appropriate.

ADDITIONAL STEPS FOR THE SCHOOL:

| <u>Earthquake Size Descriptions</u> | | |
|--|--------------------------|--------------------------|
| Descriptive Title | Richter Magnitude | Intensity Effects |

| <u>Earthquake Size Descriptions</u> | | |
|--|--------------------------|---|
| Descriptive Title | Richter Magnitude | Intensity Effects |
| Minor Earthquake | 1 to 3.9 | Only observed instrumentally or felt only near the epicenter. |
| Small Earthquake | 4 to 5.9 | Surface fault movement is small or does not occur. Felt distances of up to 20 or 30 miles from the epicenter. May cause damage. |
| Moderate Earthquake | 6 to 6.9 | Moderate to severe earthquake range; fault rupture probable. |
| Major Earthquake | 7 to 7.9 | Landslides, liquefaction and ground failure triggered by shock waves. |
| Great Earthquake | 8 to 8+ | Damage extends over a broad area, depending on magnitude and other factors. |

Levels of Response

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with LUSD to respond. The affected Cities and the County of San Diego will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Diego County will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

District and Parent Responsibilities for Students

DISTRICT RESPONSIBILITY

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

- Until regular dismissal time and released only then if it is considered safe, OR
- Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
 - a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
 - b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

Emergency Response Procedures

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

- Fire
- Peacetime Bomb Threat
- Chemical Accident
- Explosion or Threat of an Explosion
- Following an Earthquake
- Other similar occurrences that might make the building uninhabitable
- At the onset of an Active Shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

- Severe Windstorm (short warning)
- Biological or Chemical Threat

- Sniper Attack
- Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- Inside school buildings
 - Immediately TAKE COVER under desks or tables and turn away from all windows
 - Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
- Outside of School Buildings
 - Earthquake: move away from buildings
 - Take a protective position, if possible
- Explosion/Nuclear Attack:
 - Take protective position, OR,
 - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious route

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Earthquake

DROP, COVER, AND HOLD

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of

aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Near A School Building:

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Determine if EVACUATION of school site is necessary.
- ☐ Contact local fire department (call 911) to determine the correct action for your school site.
- ☐ If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION.
- ☐ Direct inspection of premises to assure that all students and personnel have left the building.
- ☐ Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- ☐ Monitor radio station for information.
- ☐ Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- ☐ If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- ☐ Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- ☐ Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

Fire In A School Building:

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Sound the fire alarm to implement EVACUATION of the building.
- ☐ Immediately EVACUATE the school using the primary or alternate fire routes.
- ☐ Notify the Fire Department (call 911).

- ☐ Direct search and rescue team to be sure all students and personnel have left the building.
- ☐ Ensure that access roads are kept open for emergency vehicles.
- ☐ Notify District Office of situation.
- ☐ Notify appropriate utility company of suspected breaks in utility lines or pipes.
- ☐ If needed, notify bus dispatch for OFF-SITE EVACUATION.
- ☐ Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- ☐ EVACUATE students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- ☐ Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Power Outage / Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.

- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Shelter-In-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- **LISTEN.** Remain quiet to hear critical instructions from school officials.
-If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Bomb Threat

**Most likely, threats of a bomb or other explosive device
will be received by telephone.**

THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

- When will the bomb explode and where is the bomb located?
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call 9-1-1. Give the following information:
 - Your name -Your call-back phone number
 - Exact street location with the nearest cross street
 - Nature of incident
 - Number and location of people involved and/or injured
- Notify Superintendent's Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.

- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance

BOMB THREAT REPORT FORM

Lakeside Union School District

| | | | | | | | | | | |
|--|--|---|-----------------------------|----------------|--|--|---------|---------------|--|--|
| School: LINDO PARK SCHOOL | | | Time Call Received: | | | Call Taken By: | | | | |
| Date: | | | Time Caller Hung Up: | | | Title: | | | | |
| | | | Caller ID Info (*69) | | | | | | | |
| Questions to Ask: | | Exact Wording of Threat: " " | | | | | | | | |
| 1. When will the bomb explode? | | Caller's Voice: (circle all that apply) | | | | Caller's Language: (circle all that apply) | | | Background Sounds: (circle all that apply) | |
| 2. Where is the bomb right now? | Calm | Nasal | Deep Breathing | Cracking Voice | Well Spoken | Educated | | Street Noises | Crockery | |
| 3. What does it look like? | Angry | Stutter | Disguised | Accent | Foul | Message Taped? | | Voices | PA System | |
| 4. What kind of bomb is it? | Excited | Lisp | Serious | Used Slang | Message Read? | Young (child) | | Music | House Noises | |
| 5. What will cause it to explode? | Slow | Raspy | Incoherent | Joking | Young (adult) | Middle Aged | | Motor | Office | |
| 6. Did you place the bomb? | Rapid | Deep | Slurred | Distinct | Old | | | Factory | Machinery | |
| 7. Why? | Soft | Ragged | Clearing Throat | Normal | Caller Demographics (circle one) | | | Animal Noises | Clear | |
| 8. How did the bomb get in the school? | Loud | Laughter | Crying | Frightened | Male | Female | Unknown | Static | Local | |
| 9. Where are you calling from? | If voice is familiar, who did it sound like? | | | | Approximate Age: | | | Long Distance | Cell Phone | |
| 10. What is your name, address, phone? | Other Observations: | | | | | | | | | |

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what their purpose is for being on campus.
- Advise intruder of the trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at brunch or lunch time:

- Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- Spread SHELTER IN PLACE or LOCKDOWN alarm throughout rest of school as appropriate.

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage: All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

Hostage Situation

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- ☐ Call 911. Provide all known essential details of the situation:

- Number of hostage takers and description

- Type of weapons being used

- Number and names of hostages

- Any demands or instructions the hostage taker has given

- Description of the area

- ☐ Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.

- ☐ Protect building occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both) for all or parts of the building.

- ☐ Secure exterior doors from outside access.

- ☐ When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.

- ☐ Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.

- ☐ Identify media staging area, if appropriate. Implement a hotline for parents.

- ☐ Account for students as they are evacuated.

- ☐ Provide recovery counseling for students and staff.

STAFF ACTIONS:

- ☐ If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.

- ☐ Alert the principal/site administrator.

- ☐ Account for all students.

Lockdown: Active Shooter

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the building. The concept of LOCKDOWN is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

LOCKDOWN is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire • Rabid animal at large • Extreme violence outside the classroom

LOCKDOWN differs from SHELTER-IN-PLACE because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example:

"Attention please. We have an emergency situation and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.

Call 911. Provide location, status of campus, all available details of situation.

When clearance is received from appropriate agencies, give the ALL CLEAR instruction to indicate that it is safe to unlock the doors and return to the normal class routine.

Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.

Immediately lock doors and instruct students to lie down on the floor.

Close any shades and/or blinds if it appears safe to do so.

Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

Move quickly and quietly to the closest safe classroom.

If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room.

Remain quiet until further instructions are provided by the principal or police.

Poisoning, Chemical Spills, Hazardous Materials

POISONING

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.

Provide list of potentially affected students and staff to responding authorities.

Provide staff with information on possible poisonous materials in the building.

Notify District Superintendent of situation and number of students and staff affected.

Confer with Department of Health and Human Services before the resumption of normal school activities.

Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- ☐ Notify principal/site administrator.
- ☐ Call the Poison Center Hotline 1-800-222-1222.
- ☐ Administer first aid as directed by poison information center.
- ☐ Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- ☐ Keep poisonous materials in a locked and secure location.
- ☐ Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- ☐ Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

ADDITIONAL STEPS FOR THE SCHOOL:

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place Protocol
- Secure the area (block points of entry)

- Identify the chemical and follow the procedures for that particular chemical.
- Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the Todd Owens with the following information:
 - Date, time, and exact location of the release or threatened release
 - Name and telephone number of person reporting
 - Type of chemical involved and the estimated quantity
 - Description of potential hazards presented by the spill
 - Document time and date notification made
 - Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have present, should the need arise
- Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
- If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at 619.390.2600. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Solvents
- Motor Oil
- Diesel Fuel
- Kerosene
- Anti-Freeze
- Airborne Gases/Fumes
- Lacquer Thinner

- Paint
- Agricultural Spray
- Paint Thinner
- Stain
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the Todd Owens

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if possible.

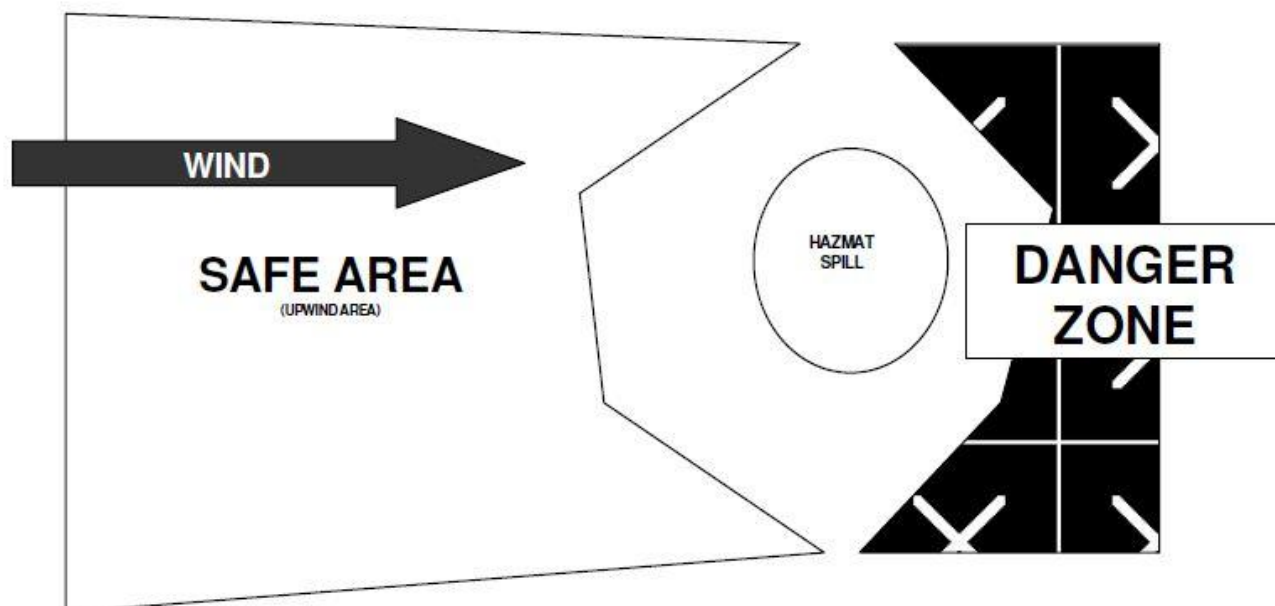
VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- Date, time, and exact location of the release
- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.



Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.

- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Medical Emergencies

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator

PRINCIPAL ACTIONS:

- Assess the victim - call 911 if appropriate
- Assign a staff member to meet rescue service and show them when the injured person is located
- Assemble emergency care and contact information of the injured person
- Monitor medical status of the injured person - even when taken to the hospital
- Assign a staff person to stay with the injured person - even if taken to the hospital
- Notify parents/guardian if the injured person is a student
- Advise staff of the situation, follow up with the parents
- Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

STAFF ACTIONS:

- ☐ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- ☐ Notify Principal/Site Administrator.
- ☐ Stay calm. Keep individual warm with a coat or blanket.
- ☐ Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- ☐ Do not give the individual anything to eat or drink.

OTHER EMERGENCY ACTIONS:

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage and Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

| TRIAGE Priorities | |
|-------------------------------------|--|
| Highest Priority - RED TAG | |
| 1. | Airway and breathing difficulties |
| 2. | Cardiac arrest |
| 3. | Uncontrolled or suspected severe bleeding |
| 4. | Severe head injuries |
| 5. | Severe medical problems |
| 6. | Open chest or abdominal wounds |
| 7. | Severe shock |
| Second Priority - YELLOW TAG | |
| 1. | Burns |
| 2. | Major multiple fractures |
| 3. | Back injuries with or without spinal cord damage |
| Third Priority - GREEN TAG | |
| 1. | Fractures or other injuries of a minor nature |
| Lowest Priority - BLACK | |
| 2. | Obviously mortal wounds where death appears reasonably certain |
| 3. | Obviously deceased |

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self and direct all patients who can walk to gather and remain in a safe place. Tag these people GREEN
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag BLACK (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag RED (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag RED
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess
- If patient cannot follow simple commands, tag RED
- If patient can follow simple commands, they will be tagged YELLOW or GREEN
- This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Suicide

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's

- | | |
|----------|--|
| Listen | to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance. |
| Observe | the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says. |
| Ask | whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is. |
| GET HELP | by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself. |
| STAY | with the person. Take the person to a CRT member and stay with that person for awhile. The person has placed trust in you, so you must help transfer that trust to the other person. |

Don'ts

- | | |
|-------|--|
| Don't | leave the person alone for even a minute. |
| Don't | act shocked or be sworn to secrecy. |
| Don't | underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden. |
| Don't | let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help. |
| Don't | take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person. |

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and call 9-1-1 for local emergency services.
Note: A casualty is a victim of an accident or disaster.
- Identify the problem and give the school address.
- Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- Determine if problem will continue or if it is over.
- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene.
- Contact Superintendent to determine need to send students home.

| PARAMEDIC TAG # | VICTIM NAME | STUDENT ID # | TIME OF DEPARTURE | Hospital |
|--------------------|-------------|-----------------|----------------------|----------|
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Signed _____ Date _____
LINDO PARK SCHOOL Comprehensive Safety Plan

Bio Terrorism

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- ☐ Notify principal.
- ☐ Move students away from immediate vicinity of danger (if outside, implement Take Cover).
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- ☐ Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate SHELTER IN PLACE.
- ☐ Shut off HVAC units.
- ☐ Move to central location where windows and doors can be sealed with duct tape.
- ☐ Call 911. Provide location and nature of the emergency and school actions taken.
- ☐ Notify District Superintendent of the situation.
- ☐ Turn on a battery-powered commercial radio and listen for instructions.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- ☐ Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- ☐ Notify principal or site administrator.
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- ☐ Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
- ☐ Follow standard student assembly, accounting and reporting procedures.
- ☐ Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger.
- ☐ Move up-wind from the potential danger.
- ☐ Call 911. Provide exact location and nature of emergency.
- ☐ Designate security team to isolate and restrict access to potentially contaminated areas.
- ☐ Wait for instructions from emergency responders-- Health or Fire Department.
- ☐ Notify District Superintendent of the situation.
- ☐ Arrange for immediate psychological counseling for students and staff.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- ☐ Wash affected areas with soap and water.
- ☐ Immediately remove and contain contaminated clothing
- ☐ Do not use bleach on potentially exposed skins.
- ☐ Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

ADDITIONAL INFORMATION:

Anthrax Threat

How to identify suspicious letters or packages:

Some characteristics of suspicious letters or packages include the following:

- Excessive postage
- Handwritten or poorly typed addresses
- Incorrect titles
- Title, but no name
- Misspellings of common words
- Oily stains, discolorations or odors
- No return address
- Excessive weight
- Lopsided or uneven envelop
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Visual distractions
- Ticking sound
- Marked with restrictive endorsements, such as "Personal" or "Confidential."
- Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax"

- Do not shake or empty the contents of any suspicious envelop or package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then leave the room and close the door, or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

- Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- Leave the room and close the door or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

- Turn off local fans or ventilation units in the area.

- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- Move upwind, uphill, upstream.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- Shut down air handling systems in the building if possible.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

INVENTORY

LINDO PARK SCHOOL Multi-Purpose Room

| Current Useable Inventory | | | Inventory Used by Mass Prophylaxis Center | |
|---------------------------|------------------|------------|---|----------|
| Date Inventory Taken: | | | Date Inventory Taken | |
| Description | Quantity on Hand | Check mark | Quantity Used | Comments |
| Paper Goods | | | | |
| Toilet Paper | | | | |
| Hand Towels | | | | |
| Sanitary Seat Covers | | | | |
| Other | | | | |
| Liquid Soap | | | | |
| Sanitary Supplies | | | | |
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The signatures of both school personnel & center Manager verifies materials used and will be reimbursed.

Lakeside Union School District Site Personnel Signature

Mass prophylaxis center Manager Signature

Date

Date

Incident Command System

Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called Management, Planning, Operations, Logistics, and Finance/Administration.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the Incident Commander or School Commander.

No one person should be supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under Operations, however.

Common terminology:

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known before a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording.

How ICS Functions

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- reduces the incidence of ineffective coordination and communications, and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

Primary Incident Command System Functions:

Incident/School Commander (The "leader")

The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Lakeside Union School District. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The "thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

Logistics Section (The "getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

Unified Command Structure

Unified Command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a

valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

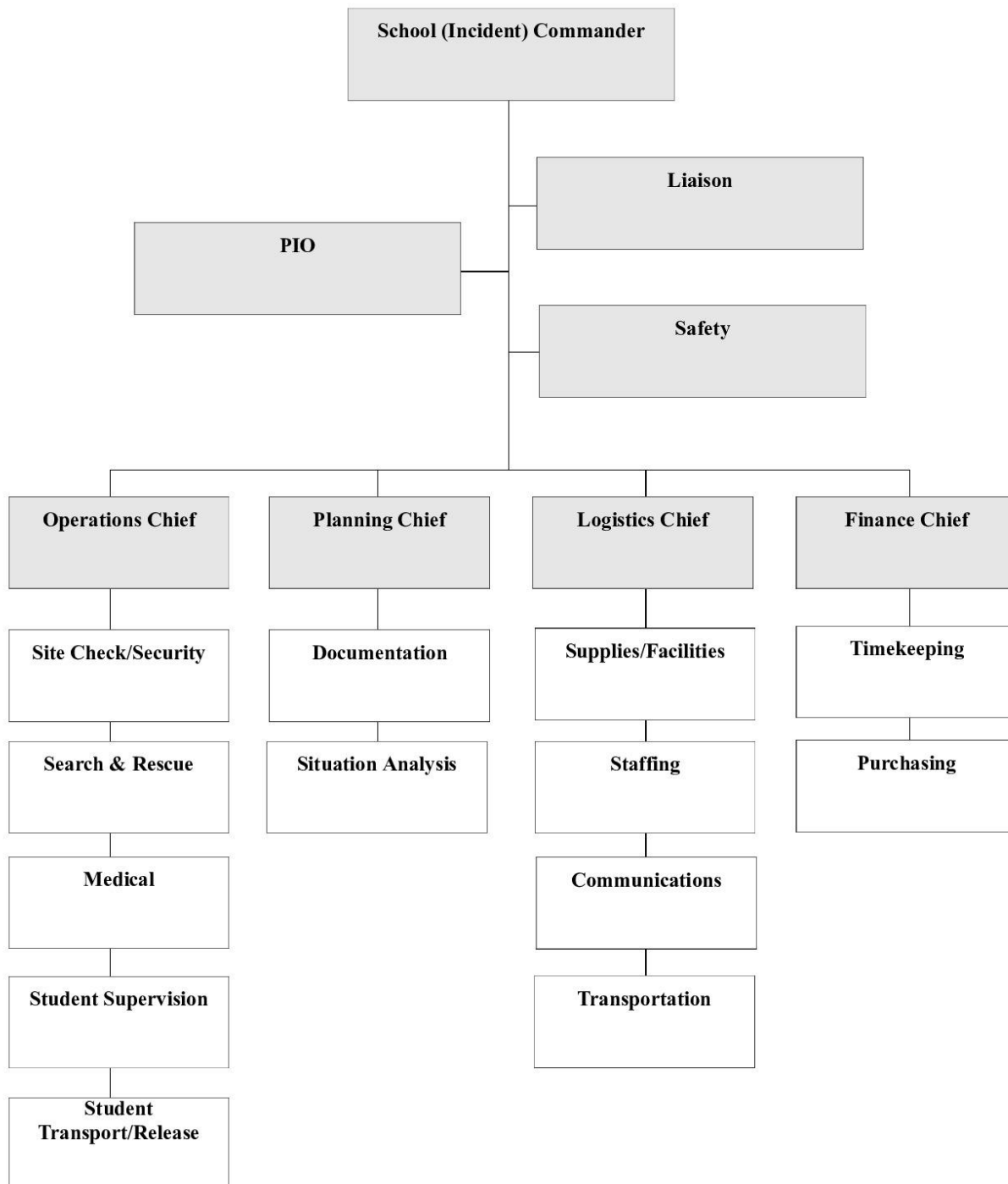
- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilitates

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

The following chart is an example of an Incident Command Structure.

LINDO PARK SCHOOL ICS TEAM



Staging Areas

Command Posts

Primary: Front School Office

Secondary: Student Lunch Area by blue lunch tables

Mass Care Centers

Primary: Multi-Purpose Room

Secondary: Intermediate Playground on both sides of Wall Ball Court

Evacuation Centers

On Campus: Intermediate Field where students line up for drills

Off Campus: Lindo Lake Park's Northwest Parking lot across from Garden Farms Market

Emergency Response Teams

| Operations | | |
|-----------------|---------------|--|
| Team | Team Leader: | Staff: |
| Security | Carlos Ambres | Bruce Mikolaycik, Chuck Spatafore |
| Search & Rescue | Tom Thompson | Wade Nielsen, Aimee Nava, Amber Fitzpatrick, Rochelle Rivers |
| Medical | Noemi Urenda | Shelby Strickland, Kerry Strong, Sharon Sullinger |
| Student Release | Sheila Florey | Marta Rico, Brandy Bachar, Deanna Rodriguez |

Injury/Health Emergency

Student Staging Area Teams:

| Locations | Team Leader: | Staff: |
|----------------------------------|-----------------|--|
| Student Staging/Care/Supervision | Victoria Duncan | Amy Hayhurst, Val Morris(ESS), Bridget Gambardella (Preschool), Sandy Patterson (K), Kelly Blum/Jen Maynard(1), Suzy Bass(2), Aubri McWay(4/5), Caitlin Sullivan (SDC Preschool), Thea Byrd, Jody Allen, Barrett Braun (SDC K and 1),Carol Stacey, Stephanie Jantsen, Cindy Hilliker (SDC 2/3), Nicole Bolander, Xochitl Schimizu, Alex DeRosier (SDC 2/3/4),Tera Wieher, Danielle Thompson, Barbara Welch (SDC 5), Dawn Lowell-Sweigart, Silvia Frutos |
| Crisis Recovery | Erika Garcia | Alex DeRosier, Darice Evans, Julie Strate, Melina Suarez |

Planning

| Team | Team Leader: | Staff |
|------------------|----------------|-----------------------------|
| Documentation | Cindy Hilliker | Erika Garcia, Lyndsey Clark |
| Operations Chief | Tessa Green | Suzie Smith, Patricia Smith |

Logistics

| Team | Team Leader: | Staff: |
|--------------------------------|-------------------------------------|-------------------------------------|
| Supplies/Facilities/Purchasing | Sheila Florey, Carlos Ambres, Robin | Noemi Urenda, Erika Garcia, Rose |
| Communication | Tessa Green | Sheila Florey, Noemi Urenda |
| Transportation | Tessa Green, Todd Owens | Maintenance and Transportation Dept |
| Staffing | Tessa Green | Suzie Smith, Patricia Smith |

Finance

| Team | Team Leader: | Staff: |
|------------------------|-------------------------|-----------------|
| Timekeeping | Tessa Green | Sheila Florey |
| Purchasing at District | Todd Owens, Erin Garcia | Business Office |

District Emergency Directory

| Name | Phone Number |
|------------------|----------------|
| Todd Owens | (619) 507-9890 |
| Natalie Winspear | (619) 402-0605 |
| Lisa DeRosier | (619) 415-1367 |
| Andy Johnsen | (619) 592-9981 |
| Kim Reed | (619) 357-9902 |
| Erin Garcia | (619) 592-9315 |
| Cesar Morales | (619) 592-6516 |
| Hee-Jin Peterson | (818) 458-7406 |
| Jim Rosa | (619) 675-5380 |
| Steve Mull | (619) 838-7511 |
| Jaime Gonzalez | (619)746-0148 |
| Staci Arnold | (619) 709-3062 |
| Nina Drammissi | (619) 249-5963 |
| Grace Cox | (760) 419-4610 |
| Leslie Hardiman | (619) 288-2580 |
| Tessa Green | (702) 461-0618 |
| Keith Keiper | (818) 522-7160 |

Emergency Communications

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a school:

Internal communications will be via:

- Public address systems
- Classroom Walkie Talkie/Radio Frequency 1 for Office, Noon Supervisors,
- Navigate Prepared messages
- Text Messages
- Emails
- Message runner
- District telephone/emergency radio to administration offices

External communications will be via:

- The main communications network
- Illuminate messaging via email or text message
- News bulletins, as needed, by appointed personnel only

Emergencies affecting two or more schools:

District Office will detail this section

In-district communications will be via:

- Telephone, if operable
- District internal communications
- Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

Working with the news media:

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas.

Staff are to report any news media personnel that appear elsewhere on campus.

| Lakeside Union School District EOC Message Form | | | |
|--|--|---|---|
| Date | Priority (Circle one) <div style="display: flex; justify-content: space-around;"> EMERGENCY URGENT ROUTINE </div> <div style="display: flex; justify-content: space-around;"> (Life Threatened) (Property Threatened) (All Others) </div> | | |
| Time | | | |
| TO | Name _____ Title _____ Location _____ | FROM | Name _____ Title _____ Location _____ |
| Check One Take Action For Information Other _____ | | | |
| <u>Category</u> | <u>Number</u> | <u>Description</u> | |
| A. | # _____ | Fatalities | |
| B. | # _____ Minor | Injuries Minor: In need of First Aid attention only | |
| C. | # of Injured # _____ Major | Injuries (Ambulance) Major: Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock. Moderate: Burns, major multiple fractures, Back injuries with or without spinal cord damage | |
| D. | Circle one Major Moderate Minor | Property Damages Major damage: building collapse, building leaning, major ground movement causing large cracks in ground. Moderate damage: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines). Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows. | |
| E. | ___ Ambulance ___ PG&E ___ Other | Resources Needed ___ Other: (describe) | |
| Transmit only the data within the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate. | | | |
| Additional Information: | | | |
| Disposition: | | | |
| Action Requested By: (Name) | | Time Action provided: | |

Media Contact Information

Television Stations

KGTV (ABC)

KUSI

Fax Numbers

(619)527-8906

(858)571-5151

Telephone

(619)237-6383

(858)571-5711

Radio Stations

Z90

Fax Numbers

(858) 888-7000

Telephone

(858) 888-7000

Newspapers

Union Tribune

Fax Numbers

Telephone

(619)299-3131

Recovery

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, San Diego County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

| | | |
|----------------------------------|------------------------|----------------|
| Mental Support Resource Contact: | Dr. Patricia Fernandez | (619) 457-2033 |
| Social Support Resource Contact: | Dr. Patricia Fernandez | (619) 457-2033 |

Appendices

Annual Emergency Awareness/Preparedness Checklists & Forms

The following topics highlight areas of school operations, maintenance, security, and personnel that may pose opportunities for risk reduction. Use this checklist as a proactive tool to generate awareness over the potential for terrorist acts, at a time when it is needed most.

The recommendations contained in this checklist are not intended to represent or to replace a comprehensive school security program. Such a program would include much more. Many of the procedures included in the checklist are routine in districts with full time security operations. Whether your school district has full-time security coverage, or has minimal security resources, these recommendations may be used as a focal point around which to build an appropriately renewed sense of awareness.

The following are designed to use on an annual basis to meet emergency preparedness requirements. Districts may already have their own forms and can substitute those if desired.

LINDO PARK SCHOOL

Safety Plan Annual Drill Report

2020 - 2021

| Date | Time | | Please place a check mark below for which drill has been completed. | | | | | Principal's Signature |
|------|-------|-----|---|------|------------|----------------|--------------|-----------------------|
| | Start | End | Radio Communications | Fire | Earthquake | Active Shooter | Other Drills | |
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ANNUAL DISASTER SERVICE WORKER SURVEY
2020 - 2021

| General Information | | |
|---|--|---------------------------------------|
| 1. Name | | |
| 2. Position | | |
| 3. Location | | |
| 4. Work | | |
| 5. Home Phone | | |
| Specialized Skills | | |
| 1. Bilingual? | | If yes, Language(s): |
| 2. CPR Certified? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 3. First Aid Certified? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 4. CERT (Trained?) | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 5. Simple Triage/Rapid Assessment Trained? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| Personal Responsibilities | | |
| 1. Children? | | If yes, ages: |
| 2. Special Needs? | | If yes, please describe: |
| 3. Elderly parents? | | Comments: |
| 4. Pets? | | Comments: |
| 5. Other caregivers available? | | Comments: |
| 6. Other | | |
| In an Emergency -- Confidential | | |
| 1. Anything you want us to know? Special Needs? Medications? | | |
| 2. Other: | | |
| | | |

AMERICAN RED CROSS

RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

Introduction

What to Store

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

Budget

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

How Much to Store

Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

Storage

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water

in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Recommended Supplies

The following lists address classroom kits, supplies for the whole school and Search & Rescue gear.

Classroom Kit

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Crow bar
- Space blankets: 3
- Tarp ground cover
- Student accounting forms (blank)
- Student emergency cards
- Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)
- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries

- Push broom (if classroom includes wheel chairs)

Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food

Water

- 1/2 gallon per person per day times three days, with small paper cups

First Aid

- Compress, 4 x 4": 1000 per 500 students
- Compress, 8 x 10": 150 per 500 students
- Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, small, medium, large
- Butterfly bandages: 50 per campus
- Water in small sealed containers: 100 (for flushing wounds, etc.)
- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- Scissors (paramedic): 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First aid books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pairs

Sanitation Supplies (if not supplied in the classroom kits)

- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- Soap and water, in addition to the wet wipes, is strongly advised.

Tools per Campus

- Barrier tape, 3" x 1000": 3 rolls
- Pry bar
- Pick ax
- Sledge hammer
- Shovel
- Pliers
- Bolt cutters
- Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench: 1 per utility

Other Supplies

- Folding tables, 3' x 6': 3-4
- Chairs: 12-16
- Identification vests for staff, preferably color-coded per school plan
- Clipboards with emergency job descriptions
- Office supplies: pens, paper, etc.
- Signs for student request and release
- Alphabetical dividers for request gate
- Copies of all necessary forms

- Cable to connect car battery for emergency power

Food

- The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

Search & Rescue Equipment

Training on how to do light Search & Rescue is required—contact your local fire department for information on whether such training is offered in your community.

Protective Gear per S&R Team Member

- Hard hat, OSHA approved
- Identification vest
- Leather work gloves
- Safety Goggles
- Dust mask
- Flash light, extra batteries
- Duffel or tote bag to carry equipment

Gear per S&R Team

- Backpack with First Aid supplies
- Master Keys

Homeland Security Advisory System



Homeland Security Advisory System (Adapted for San Diego County County)

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.

Threat Conditions and Recommended Protective Measures

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

**GREEN:
LOW RISK OF
TERRORIST ATTACK**

This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

General Measures

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for "Do Not Duplicate"
- Review and update the Emergency Call-in List.

**BLUE:
GENERAL RISK OF
TERRORIST ATTACK**

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
- Test your generator once per week.

**YELLOW
SIGNIFICANT RISK OF
TERRORIST ATTACK**

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
- Test your generator once per week.

**ORANGE
HIGH RISK OF
TERRORIST ATTACK**

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
- Be alert to parent, staff, student concerns to determine when/how to communicate.
- Communication should focus on reassurance that school is a safe place
 - Reminder - schools have existing safety plans
 - Reminder - schools practice their safety procedures
 - Reminder - schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student's fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites
- Test your generator once per week.

**RED:
SEVERE RISK OF
TERRORIST ATTACKS**

A Severe Condition reflects a severe risk of terrorist attacks. Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The San Diego County County Emergency Operations Center, will be occupied initially during the first 24 hours of a RED threat level. (Continued operation will be determined on an as-need basis.)

The San Diego County County Office of Education will provide staff at the San Diego County County Office of Emergency Operations Center to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail link to ACOE, telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the ALCO EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.
 - review communication guidelines under Orange Threat Level
 - reminder - In the event of a RED threat level, school districts have a direct communication link via amateur radio to the San Diego County County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.

- Consider canceling special events.
- Consider closing campuses, if necessary.
- Maintain close contact with your local Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

Location Specific Emergencies

Pandemic/Influenza

EMERGENCY RESPONSE

PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- Insure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).

- Practice "respiratory hygiene etiquette".
- Practice hand washing hygiene etiquette
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement online homework assignments so that students can stay home.

Lakeside Union School District

Lakeside Union School District
12335 Woodside Avenue Lakeside, CA
92040
Lakeside, CA, CA 92040

619.390.2600
619.561.7929
www.lsusd.net

SB 187

Comprehensive School Safety Plan Process & Templates

Lemon Crest Elementary School
12463 Lemon Crest Drive Lakeside, California 92040
619-390-2527

2020-2021

PREFACE

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

It is NOT intended to be a "grab and go" guide in an actual emergency.

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SB 187: School Safety Plan

Introduction

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter. (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

- Child Abuse reporting procedures
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students

- Sexual Harassment Policy
- Safe ingress and egress to and from school
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Dress Code
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

IMPLEMENTATION OF PLAN

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the school library and the main offices.

School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294,1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)p>

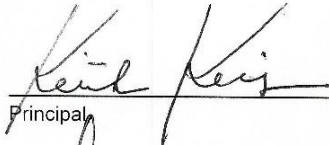
Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

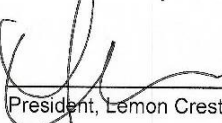
- A representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives


The following template may be utilized as the cover signature sheet:

**Lemon Crest Elementary School
Safety Plan Signature Page
2020-2021**

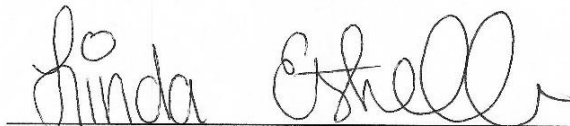
The undersigned members of the Lemon Crest Elementary School School Safety Planning Committee certify that the requirements for the SB 187 Safety Plan have been met.


Principal


President, Lemon Crest Elementary School Council


Teachers Association Representative


Classified Association Representative


Parent Representative

Law Enforcement Representative

Annual Safety Goals

Lemon Crest Elementary School Safety Plan Goals 2020 - 2021

Goal: Complete Comprehensive Planning Through Environmental Design study in collaboration with the Sherriff's office by June 30, 2020. This will serve as baseline data and help our site to determine speciifc goals and actions for improved safety on our campus.

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting consistent with Penal Code 11164.
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A sexual harassment policy pursuant to Education Code 212.6
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing "gang related apparel," the provisions of that dress code.
- Routine and Emergency Disaster Procedures: -Emergency and Disaster Preparedness Plan -Fire Drills -Bomb Threats -Earthquake Emergency Procedure System - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students and/or parents notified that this policy exists?
- How are staff, students and/or parents notified relative to a specific incident?
- What staff/student training(s) have been completed?
- What additional trainings are needed?

Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

- Injury inflicted by another person
- Sexual Abuse
- Neglect of child's physical, health, and emotional needs.
- Unusual and willful cruelty; unjustifiable punishment.
- Unlawful corporal punishment.

2. Not Considered Child Abuse

- Mutual affray between minors
- Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For purposes of self-defense
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escapee

B. Mandated Child Abuse Reporting

- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:
The telephone call must be made immediately or as soon as practicably possible by telephone.
AND

A written report must be sent within 36 hours of the telephone call to the child protective agency.

- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
- When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
- The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
- This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

D. Child Abuse Reporting Number: 1.800.344.6000

E. Staff Training: ALL staff must complete annual Mandated Reporter Training

F. Board Policies:

Child abuse reporting procedures are detailed in LUSD Board Policies 5141.4. All LUSD Staff members follow Board Policy for Child Abuse reporting. All staff are trained annually on requirements for child abuse reporting as mandated reporters. Online training is provided by SDCOE JPA Learning Library. All staff must complete training within the first 6 weeks of the school year or within 6 weeks of employment (per Penal Code 11165.7)

Any school employee, who knows or reasonably suspects that a child has been a victim of child abuse or neglect shall report immediately or as soon as reasonably possible, by telephone, to child protective services using the CPS hotline. The employee shall follow up with the submission of Suspected Child Abuse Report form within 36 hours.

Board Policy:

Child Abuse Prevention: BP5141.4

The Governing Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse,

inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

(cf. 6143 - Courses of Study)

The Superintendent or designee shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 0450 - Comprehensive Safety Plan)

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect. The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Sexual Harassment Policy

A. DEFINITION

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:

- Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
- Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
- The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;
- The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Staff Training: All staff participate in mandatory annual sexual harassment training

C. Student Sexual Harassment Policy:

Lakeside Union School District and the Governing Board are committed to maintaining an educational environment that is free from harassment. Sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of the Civil Rights Act of 1972 and is prohibited by both federal and state laws. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation (BP 5145.7). Sexual harassment is defined in Education Code to mean unwelcome sexual advances; requests for sexual favors; or verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting. 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:

The Board believes that concerned stakeholders should always attempt to resolve their concerns at the level where the concern first started - rather than with the formal filing of a complaint with the person (as defined in this policy).

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

- Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

- Submission to or rejection of the conduct by a student is used as the basis for academic

decisions affecting the student

- The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment

- Submission to or rejection of the conduct by the student is used as the basis for any decision

affecting the student regarding benefits and services, honors, programs, or activities available

at or through any district program or activity

Unwelcome Conduct: Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

- Unwelcome leering, sexual flirtations or propositions
- Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading

descriptions

- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, notes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-gender class

- Massaging, grabbing, fondling, stroking or brushing the body

General Information Regarding Reports and/or Complaints of Sexual Harassment

Confidentiality: All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

Disciplinary Action: Anyone 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 and/or legal action. For students in grades 4 through 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.

Retaliation: The Board prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Filing a Report of Information Complaint of Discrimination, Harassment, Intimidation, or Bullying Based on Sex

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a

complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available, including counseling services. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

At any time during the process, students, parents, or guardians may contact the Title IX Coordinator to report or file an informal complaint directly with the district at:

Title IX Coordinator

Stacy Coble

Director, Human Resources

Lakeside Union School District

scoble@lsusd.net

12335 Woodside Avenue

Lakeside, CA 92040

(619) 390-2600

Filing a Formal or Uniform Complaint

Pursuant to BP 1312.3, the Board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures.

The Uniform Complaint may be mailed or filed at:

Human Resources Department

Lakeside Union School District

12335 Woodside Avenue

Lakeside, CA 90240

D. Board Policies related to Sexual Harrassment:

Board Policy 0410: Nondiscrimination in District Programs

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf.1240 - Volunteer Assistance)

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4033 - Lactation Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)
(cf. 6178 - Career Technical Education)
(cf. 6200 - Adult Education)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, application form, or other recruitment materials distributed to these groups.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4031 - Complaints Concerning Discrimination in Employment)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

Access for Individuals with Disabilities

(cf. 3540 - Transportation)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5145.13 - Response to Immigration Enforcement)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

(cf. 1330 - Use of Facilities)

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

Access for Individuals with Disabilities

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations.

When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

(cf. 6163.2 - Animals At School)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

(cf. 6020 - Parent Involvement)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator.

He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

ASSISTANT SUPERINTENDENT, ED SERVICES

12335 Woodside Avenue, Lakeside, CA 92040

(619) 390-2608

kreed@lsusd.net

Board Policy 5145.3 Students: Nondiscrimination and Harassment

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed

to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1330 - Use of Facilities)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

Board Policy 5145.7 Students: Sexual Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment 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 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 a district compliance officer.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate 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 of the harassment 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

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to 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.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

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 district schools.

(cf. 3580 - District Records)

Administrative Regulations

Administrative Regulations 5145.31 Students: Non-Discrimination For Students and Employees

This regulation is meant to advise school site staff and administration regarding transgender and gender non-conforming student concerns in order to create a safe learning environment for all students, and to ensure that every student has equal access to all components of their educational program.

Confirmation of a student's asserted gender identity will be in consultation with the student and parent or guardian with educational rights. The District recognizes that the person best situated to determine a student's gender identity is the student himself or herself. A school should accept a student's assertion of his or her gender identity in consultation with a parent, where there is

consistent and uniform assertion of the gender-related identity, and any other evidence that the gender-related identity is sincerely held as part of the person's core identity. If a student's gender-related identity, appearance, or behavior meets the standard, the only circumstance in which a school may question a student's asserted gender identity is where the school personnel have a credible basis for believing that the student's gender-related identity is being asserted for an improper purpose.

The California Education Code states that "all pupils have the right to participate fully in the educational process, free from discrimination and harassment." (Cal. Ed. Code Section 201(a).) Section 220 of the Education Code provides that no person shall be subject to discrimination on the basis of gender in any program or activity conducted by an educational institution that receives or benefits from state financial assistance.

The Code further provides that public schools have an affirmative obligation to combat sexism and other forms of bias, and a responsibility to provide equal educational opportunity to all pupils. (Cal. Ed Code Section 201(b).)

The CCR similarly provides that "No person shall be excluded from participation in or denied the benefits of any local agency's program or activity on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity conducted by an 'educational institution' or any other 'local agency'. . . that receives or benefits from any state financial assistance." (5 CCR Section 4900(a).)

The California Code of Regulations defines "gender" as: "a person's actual sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth." (5 CCR Section 4910(k).) The Board Policy prohibits gender-based harassment. It requires that "All educational programs, activities and employment practices shall be conducted without discrimination based on . . . sex, sexual orientation, [or] gender identity."

Therefore, transgender and gender non-conforming students must be protected from discrimination and harassment in the public school system. Staff must respond appropriately to ensure that schools are free from any such discrimination or harassment.

Official Records and Confidentiality

The District is required to maintain a mandatory permanent pupil record which includes the legal name of the pupil, as well as the pupil's gender. (5 Cal. Code Reg. 432(b)(1)(A). (D).)

The District shall change a student's official records to reflect a change in legal name or gender upon receipt of documentation that such legal name and/or gender have been changed pursuant to California legal requirements. Students are not required to obtain a court ordered name and/or gender change or to change their official records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

The former name and gender identity of a student shall be kept confidential. Schools shall create a procedure for keeping the student records with the former gender identity confidential, where possible.

The school shall set a procedure to update name changes and gender markers in the school's system upon request.

Access to Restrooms and Locker Rooms

All students are entitled to have access to restrooms, locker rooms and changing facilities that are sanitary, safe, and adequate, so they can comfortably and fully engage in their school program and activities. Transgender students shall not be forced to use the locker room and restroom corresponding to their gender assigned at birth. In meeting with the transgender/gender non-confirming student (and parent), it is essential that the principal and student address the student's access to the restrooms, locker room and changing facility.

Each situation needs to be reviewed and addressed based on the particular circumstances of the student and the school facilities. In all cases, the principal should be clear with the student (and parent) that the student may access the restroom, locker room, and changing facility that corresponds to the student's gender identity. All students with privacy concerns will be provided with a safe and adequate alternative, based on availability and appropriateness to address privacy concerns, such as:

1. Use of a private area in the public area (i.e., a bathroom stall with a door, an area separated by a curtain or screen, a PE instructor's office in the locker room);
2. A separate changing schedule (either utilizing the locker room before or after the other students); or
3. Use of a nearby private area (i.e., a nearby restroom, a unisex restroom, or a nurse's office).

Physical Education and Intramural and Interscholastic Activities

Transgender students shall

not be denied the opportunity to participate in physical education, nor shall they be forced to have physical education outside of the assigned class time.

Where there are sex-segregated classes or athletic activities, all students must be allowed to participate in a manner consistent with their gender identity. The California Interscholastic Federation (CIF) has provided bylaws stating that all students should have the opportunity to participate in CIF activities in a manner consistent with their gender identity. The District will provide athletic opportunities consistent with the gender identity of each student.

Whenever students are separated by gender in school activities, or subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such rule, policy, or practice consistent with their gender identity.

Names/Pronouns

Students shall have the right to be addressed by a name and pronoun corresponding to their gender identity that is consistently and uniformly asserted at school. This directive does not prohibit inadvertent slips or honest mistakes, but it does apply to an intentional and persistent refusal to respect a student's gender identity. The requested name shall be included in the school's data retention system in addition to the student's legal name, in order to inform teachers of the name and pronoun to use when addressing the student.

To create a safe and supportive environment for the student, the school shall engage the student and parent with respect to name and pronoun use, and agree on a plan to initiate that name and pronoun use within the school.

Dress Code

Generally, students should be permitted to participate in gender-segregated recreational gym class activities and sports in accordance with the student's gender identity that is consistently and uniformly asserted at school. Participation in competitive athletic activities and contact sports will be resolved on a case by case basis.

School sites can enforce dress codes that are adopted pursuant to Education Code 35291. Students shall have the right to dress in accordance with their gender identity that is exclusively and consistently asserted at school, within the constraints of the dress codes adopted at their school site. This regulation does not limit a student's right to dress in accordance with the school dress code policy.

Parent Notification

School Administration will respect the privacy of students who discuss the issue of their gender identity with school personnel. There will be parent notification upon official request by the student to change their gender identity of record.

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: December 12, 2013 Lakeside, California

Administrative Regulations 4031 Personnel: Complaints Concerning Discrimination in Employment

Complaint Procedure

Any complaint by an employee or job applicant alleging discrimination or harassment shall be addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: Any employee or job applicant (the "complainant") who believes he/she has been subjected to prohibited discrimination or harassment shall promptly inform his/her supervisor, the district's Coordinator for Nondiscrimination in Employment, or the Superintendent.

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the Coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

2. Investigation Process: The Coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five school days of receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The Coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The Coordinator shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

If the Coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the Coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

When necessary to carry out his/her investigation or to protect employee or student safety, the Coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The Coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The Coordinator shall ensure that such interim measures do not constitute retaliation.

3. Written Report on Findings and Corrective Action: No more than 30 days after receiving the complaint, the Coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator shall notify the complainant and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

The report shall be presented to the complainant, the person accused, and the Superintendent or designee.

4. Appeal to the Governing Board: The complainant or the person accused may appeal any findings to the Board within 10 working days of receiving the written report of the Coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 working days.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 9321 - Closed Session Purposes and Agendas)

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may also file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960 (Government Code 12960)

2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)

3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

Administrative Regulations 5145.3 Students: Nondiscrimination and Harassment

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including

Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent
12335 Woodside Avenue
Lakeside, CA 92040
(619) 390-2608

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.

(cf. 5145.6 - Parental Notifications)

4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so.

(Education Code 234.1)

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity

2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As

appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's

assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity,

without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress Code)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

revised: April 16, 2015

Definitions

Prohibited

sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.

2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.

3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.

4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. Such training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position.

(Government Code 12950.1)

A supervisory employee is any employee with the authority to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or to effectively recommend such action.

The district's sexual harassment training and education program for supervisory employees shall include the provision of (Government Code 12950.1; 2 CCR 7288.0):

1. Information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment.
2. Practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation.
3. A component on the prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance
4. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
5. All other contents of mandated training specified in 2 CCR 11023

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
 2. The definition of sexual harassment under applicable state and federal law
 3. A description of sexual harassment, with examples
 4. The district's complaint process available to the employee
- (cf. 4031 - Complaints Concerning Discrimination in Employment)
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
 6. Directions on how to contact DFEH and the EEOC
 7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 12, 2012 Lakeside, California

revised: February 11, 2016

Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school or private property.
- Possessed or used 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.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit sexual assault.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be

suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period, whether on or off the campus.
- During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

- Causing serious physical injury to another person, except in self-defense.
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- Unlawful possession of any controlled substance, as defined under Ed. Code.
- Robbery or extortion.
- Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance as defined by Education Code.
- Committing or attempting to commit a sexual assault as defined in the Education Code.

Board Policies:

AR 5144 Students

Discipline

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques

whenever possible. In addition, discipline shall be used in a manner that corrects student behavior without intentionally creating an adverse effect on student learning or health.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5136 - Gangs)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.5 - Student Success Teams)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Board Policy 5144.1: Suspension And Expulsion/Due Process

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law, in policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
 2. While going to or coming from school
 3. During the lunch period, whether on or off the school campus
- (cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension

shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 1020 - Youth Services)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in public an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

AR 5144.1 Students Suspension And Expulsion/Due Process Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be subject to suspension or expulsion shall be only those as follows:

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(a) and (t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Knowingly received stolen school property or private property. (Education Code 48900(l))

12. Possessed an imitation firearm. (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

Hazing means a method of initiation or preinitiation into a student 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 or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability

to participate in or benefit from the services, activities, or privileges provided by a school.
(Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability.
(Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property

damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

A teacher may not suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any other acts specified Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal, or Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal, may in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

(cf. 5125 - Student Records)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

(cf. 5125 - Student Records)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school

for the purpose of the conference the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

b. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

c. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion": Grades K-12 and "Additional Grounds for Suspension and Expulsion Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an expellable offence above under "Grounds for Suspension and Expulsion", the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment.

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that another student's privacy rights are not violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued

in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of

the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and be permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with parent/guardian and district staff, including the student's teachers, and with the student's parent/guardian regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel, or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session

or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #19-21 under "Grounds for Suspension and Expulsion: Grades K-12 and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees.
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record, and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

AR 5144.2 Students

Suspension And Expulsion/Due Process (Students With Disabilities)

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
(cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530) The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530) (cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location:
North and South Playgrounds

Off-Campus Evacuation/Assembly Location:
Lakeside Union School District Office
Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:
Lakeside Union School District Office

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location LUSD District Office

Organization: LSUSD
Address: 12335 Woodside Avenue
Lakeside, Ca. 92040
Contact: Lisa Derosier
Phone Number: 619-390-2606
Date of Agreement: 2015

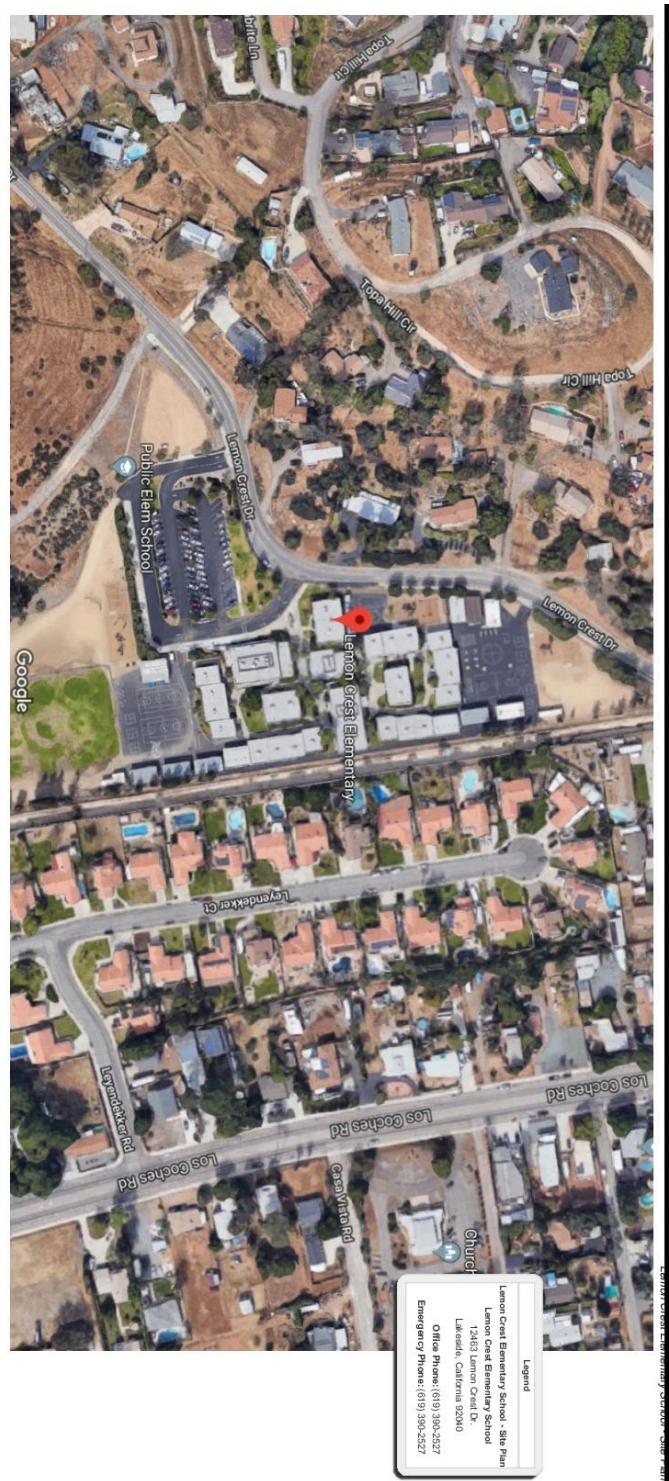
Organization: Auto Zone
Address: 12421 Woodside Ave
Lakeside, Ca. 92040
Contact: Mark Son
Phone Number: 619-561-5625
Date of Agreement: 2018

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

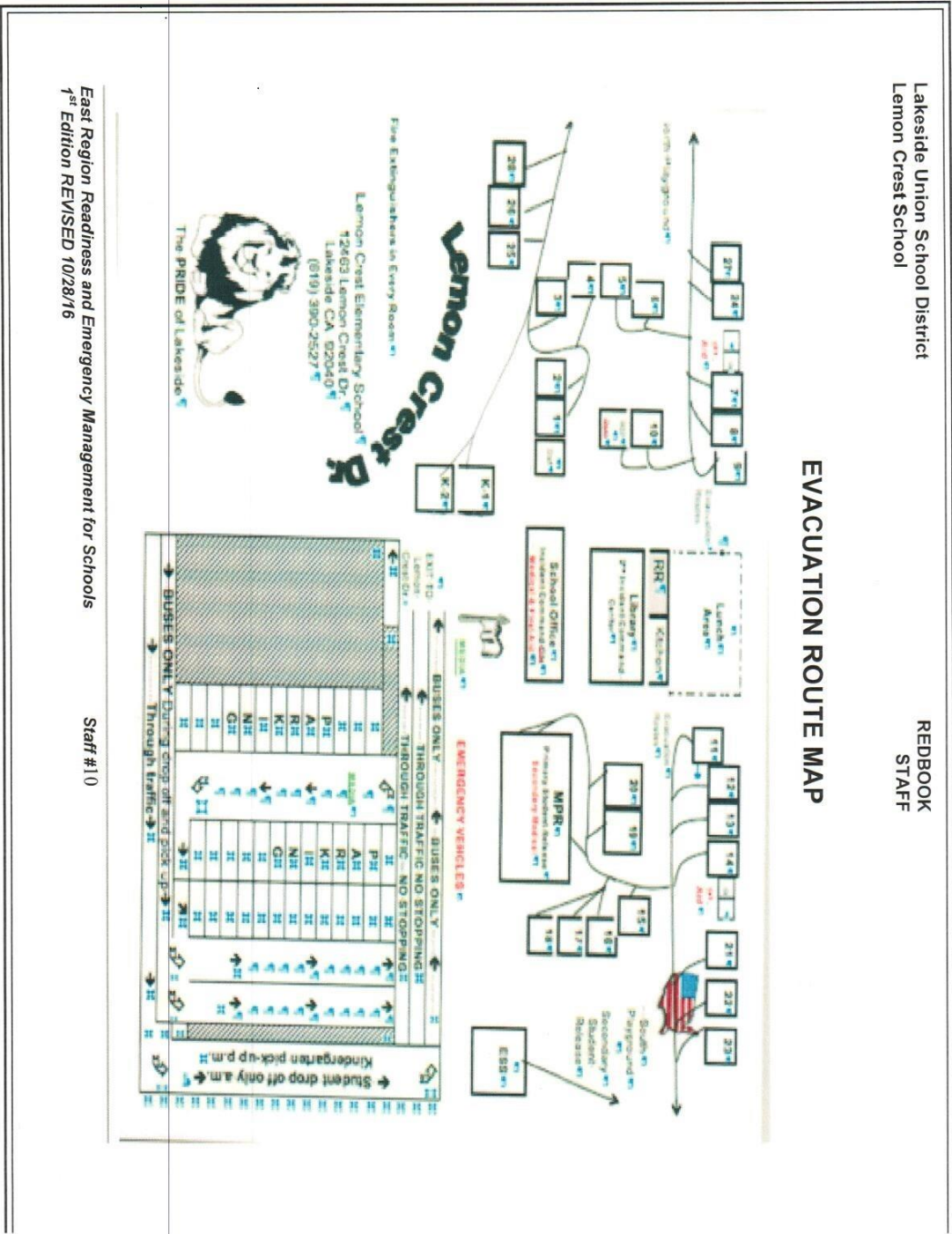
Follow the "Shelter-in-Place" procedures.

C. Staff Training

Daily Ingress/Egress Routes



Emergency Evacuation Routes



School Discipline

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

- Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training:

Ongoing Training

PBIS

Responsive Classroom

Peaceful Playgrounds

D. Board Policies:

BP5144 Discipline:

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5131 - Conduct)

(cf. 5131.14 - Bus Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools.

The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

(cf. 5131.41 - Use of Seclusion and Restraint)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district school, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

AR 5144 Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers

3. School administrators

4. School security personnel, if any

(cf. 3515.3 - District Police/Security Department)

5. For junior high, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians

(cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

5. Enrollment in a program for teaching prosocial behavior or anger management

6. Participation in a restorative justice program

7. A positive behavior support approach with tiered interventions that occur during the school day on campus

8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

11. Recess restriction as provided in the section below entitled "Recess Restriction"

12. Detention after school hours as provided in the section below entitled "Detention After School"

13. Community service as provided in the section below entitled "Community Service"

14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Cocurricular Activities)

15. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Recess Restriction

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. The student's teacher shall inform the principal of any recess restrictions imposed.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours, on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

revised: June 27, 2019

Lakeside Union School District
Uniform Discipline Policy (Elementary Level)

Consequences may vary depending on frequency and severity of the incident(s) as well as discipline history.
Parent Conference, Restorative Justice and Other Means of Correction Pre/post Incident as Appropriate.

| Infractions Ed Code 48900 (a) to (o) | First Incident | Second Incident | Third Incident |
|--|--|--|--|
| (a)(1) Caused, Attempted, or Threatened to Cause Physical Injury to Another Student That is Substantive | Threat assessment; Up to 2-days suspension | Threat assessment; Up to 3-days suspension | Threat assessment; Up to 5-days suspension; possible expulsion |
| (a) Kicking, Pushing or Shoving (No Injury) | Site consequence(s) | Site consequence(s) | Site consequence(s); Up to 2-days suspension |
| (b) Possessed, Sold Or Furnished Any Firearm, Or Explosive | 5-days suspension; threat assessment, police report; and possible expulsion | | |
| (b) Possessed, Sold Or Furnished Any Knife Or Dangerous Object | Threat assessment; Up to 3-days suspension | Threat assessment; Up to 4-days suspension | Threat assessment; 5-days suspension; police report; possible expulsion |
| 48915(c) Brandishing a Knife | 5-days suspension; threat assessment, police report; and expulsion | | |
| (c) Possessed, Used, Furnished, or Been Under The Influence of Any Controlled Substance or Alcohol. | Up to 3-days suspension; possible police report | Up to 5-days suspension; possible police report | Up to 5-days suspension; possible police report; possible expulsion |
| (d) Sold, Offered, Arranged or Negotiated to Sell Any Controlled Substance | 5-days suspension; police report; and expulsion | | |
| (f) Caused or Attempted to Cause Damage to School Property or Private Property | Restorative justice; site consequence(s); and/or up to 5-days suspension; possible police report | Restorative justice; site consequence(s); and/or up to 5-days suspension; possible police report | Restorative justice; site consequence(s); up to 5-days suspension; police report; possible expulsion |
| (g) Stolen or Attempted to Steal School Property or Private Property | Restorative justice; site consequences; and/or up to 2-days suspension; possible police report | Restorative justice; site consequences; and/or up to 3-days suspension; possible police report | Restorative justice; site consequences; and up to 5-days suspension; possible police report |
| (h) Possessed or Used Tobacco, or Any Products Containing Tobacco or Nicotine (Hookah Pens) | Site consequence; up to 2-days suspension | Site consequence; up to 3-days suspension | Site consequence; up to 5-days suspension; and possible expulsion |
| (i) Committed An Obscene Act or Verbal Assault Toward School Authority or Engaged in Habitual Profanity or Vulgarity | Restorative justice; site consequence(s); up to 1 day suspension | Restorative justice; site consequence(s); up to 2-days suspension | Restorative justice; site consequence(s); up to 3-days suspension |
| (k) Disrupted School Activities Or Willfully Defied The Valid Authority Of School Officials. | Site consequence(s) [K-5 th] | Site consequence(s) [K-5 th]; up to 1 day suspension [4 th or 5 th only] | Site consequence(s) [K-5 th]; up to 2 day suspension [4 th or 5 th only] |
| (r) Harassing, Intimidation or Bullying | Restorative justice; Site consequence(s) | Restorative justice; Site consequence(s); up to 1 day suspension | Restorative justice; Site consequence(s); up to 2-days suspension |
| 48900.2 Sexual Harassment | Restorative justice; Site consequence(s); up to 2-days suspension | Restorative justice; Site consequence(s); up to 3-days suspension | Restorative justice; Site consequence(s); up to 5-days suspension |
| 48900.3 Hate Motivated Behavior: race, sexual orientation, ethnicity, religion, nationality, disability, gender, gender identify, gender expression, or sexual orientation | Restorative justice; Site consequence(s) | Restorative justice; Site consequence(s); up to 2 days suspension | Restorative justice; Site consequence(s); up to 5 days suspension |

Last Revised: 9/30/14

(Internal Use Only)

Lakeside Union School District Uniform Discipline Policy (Elementary Level)

**Consequences may vary depending on frequency and severity of the incident(s) as well as discipline history.
Parent Conference, Restorative Justice and Other Means of Correction Pre/post Incident as Appropriate.**

| Minor/Lesser Infractions | First Incident | Second Incident | Third Incident |
|---|---|--|--|
| Argument (No Contact) | <ul style="list-style-type: none"> Site consequence(s) Restorative justice Parent contact or Classroom visit | Restorative justice; Site consequence(s); up to 1 day suspension | Restorative justice; Site consequence(s); up to 2-days suspension |
| False Fire Alarms | <ul style="list-style-type: none"> Referral to school counselor Community service/Service learning | Restorative Justice; Site consequence(s); up to 1 day suspension | Restorative justice; Site consequence(s); up to 1 day suspension; referral to Burn Institute |
| Cheating/Plagiarism | | Zero on assignment; Site consequence(s) | Zero on assignment; Site consequence(s) |
| Misuse Of Electronic Devices | <u>Sample site consequences:</u> Saturday School | Confiscation/Parent pick-up; Limited use | Confiscation/Warning; Device(s) banned from school |
| Cutting Class Or Out Of Class | Lunch or After School Detention | Site Consequence(s); Saturday School | Site Consequence(s); Saturday School |
| Riding Bikes Or Skateboards On Campus | Referral to Principal/AP | Confiscation | Confiscation; Saturday School. |
| Forgery of Any Kind | Referral to School Counselor | Saturday School | 1-day suspension |
| Gambling | Referral to Community Based Services | Site consequence(s); Saturday School | Site consequence(s); Saturday School; up to 1 day suspension |
| Display of Gang-Related or Affiliated Symbols | Restitution | Restorative justice; Site consequence(s); Parent conference | Restorative justice; Site consequence(s); Parent conference |
| Dress Code Violations | Move to Another Classroom | Site consequence(s) | Site consequence(s); Parent conference |
| Kicking, Pushing Or Shoving (No Injury) | Conflict Mediation/No Contact Contract | Restorative justice; up to 1 day suspension | Restorative justice; up to 2-days suspension |
| Students Identified Inciting Conflicts Or Fights: Running To & Photographing A Fight, Continued Presence At A Fight, Verbal Encouragement Of A Fight And Instigating A Fight (this includes verbal provocation or instigating a disruption) | Bus walker ESS suspension; etc. | Restorative justice; up to 1 day suspension | Restorative justice; up to 2-days suspension |
| Defiance/Disruption (Not suspendable under K) | | Site consequence(s) | Site consequence(s); Parent conference |
| No Show to Detention, Saturday School, or Office After Referral | | Site consequence(s) | Site consequence(s); Parent conference |
| Suspended Student on School Grounds or at School Activity | | Up to 2-days suspension; possible police report | Up to 2-days suspension; possible police report |
| Off Campus/Out of Bounds | | Site consequence(s) | Site consequence(s); Parent conference |
| Last Revised: 9/30/14 | | | (Internal Use Only) |

Lakeside Union School District Uniform Discipline Policy (Elementary Level)

**Consequences may vary depending on frequency and severity of the incident(s) as well as discipline history.
Parent Conference, Restorative Justice and Other Means of Correction Pre/post Incident as Appropriate.**

| | | | |
|--|--|---|--|
| Unsafe Behavior (running, throwing objects, horseplay, spitting, etc.) | | Site consequence(s); up to 1 day suspension | Site consequence(s); up to 2-days suspension |
| Bringing Inappropriate/Unsafe Items to School | | Site consequence(s); up to 1 day suspension | Site consequence(s); up to 2-days suspension |
| Displaying Inappropriate Affection | | Site consequence(s) | Site consequence(s); parent conference |

Last Revised: 9/30/14

(Internal Use Only)

Dress Code

A. Board Policies:

BP 5132 Students

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide.

(Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

AR 5132 Students

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Uniforms

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting.

(Education Code 35183)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

B. Staff Training

Routine and Emergency Disaster Procedures: Drills

Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
(Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools.

(Code of Regulations, Title 5, Section 550)

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools.

- Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
- Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- Evacuation areas will be established away from fire lanes.
- Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
- The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

- The Fire Alarm can be heard by all staff and students.
- Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
- Evacuation areas will be established away from fire lanes.
- Teachers and students are staged in an orderly fashion away from fire lanes.
- Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
- Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Active Shooter/Lockdown Drills

LUSD does not conduct active shooter lockdown drills. Lockdown drills in general are permitted and local law enforcement is availalbe to be on campus to evaluate our lockdown drills.

Active Shooter Drill Assessment Sheet

Team Member _____ Building _____

| Room | Door Barricade | Windows Covered | Lights | Interior Barricade | Teacher/ Students behind Barricade | PE at Gates | All Clear Code | Evacuation Yes/No |
|------|----------------|-----------------|--------|--------------------|------------------------------------|-------------|----------------|-------------------|
| | | | | | | | | |
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Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Lakeside Union School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References - State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service 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 county, city, city and county, state agency or public district, excluding aliens legally employed.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A disaster is defined as sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a

flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

EMERGENCY RESPONSE:

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.

Send search and rescue team to look for trapped students and staff.

Post guards a safe distance away from building entrances to assure no one re-enters.

Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.

Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.

☐ Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

☐ Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.

☐ Check for injuries, and render First Aid.

☐ After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.

☐ Check attendance at the assembly area. Report any missing students to principal/site administrator.

☐ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

☐ Stay alert for aftershocks

☐ Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

☐ Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.

☐ After shaking stops, check for injuries, and render first aid.

☐ Check attendance. Report any missing students to principal/site administrator.

☐ Stay alert for aftershocks.

☐ Keep a safe distance from any downed power lines

☐ Do NOT re-enter building until it is determined to be safe.

☐ Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

☐ Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.

☐ Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.

☐ Notify fire department and utility company of suspected breaks in utility lines or pipes.

☐ If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.

☐ Notify District Office, who will inform public information media as appropriate.

ADDITIONAL STEPS FOR THE SCHOOL:

| <u>Earthquake Size Descriptions</u> | | |
|--|--------------------------|--------------------------|
| Descriptive Title | Richter Magnitude | Intensity Effects |

| <u>Earthquake Size Descriptions</u> | | |
|--|--------------------------|---|
| Descriptive Title | Richter Magnitude | Intensity Effects |
| Minor Earthquake | 1 to 3.9 | Only observed instrumentally or felt only near the epicenter. |
| Small Earthquake | 4 to 5.9 | Surface fault movement is small or does not occur. Felt distances of up to 20 or 30 miles from the epicenter. May cause damage. |
| Moderate Earthquake | 6 to 6.9 | Moderate to severe earthquake range; fault rupture probable. |
| Major Earthquake | 7 to 7.9 | Landslides, liquefaction and ground failure triggered by shock waves. |
| Great Earthquake | 8 to 8+ | Damage extends over a broad area, depending on magnitude and other factors. |

Levels of Response

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with LUSD to respond. The affected Cities and the County of San Diego will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Diego County will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

District and Parent Responsibilities for Students

DISTRICT RESPONSIBILITY

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

- Until regular dismissal time and released only then if it is considered safe, OR
- Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
 - a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
 - b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

Emergency Response Procedures

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

- Fire
- Peacetime Bomb Threat
- Chemical Accident
- Explosion or Threat of an Explosion
- Following an Earthquake
- Other similar occurrences that might make the building uninhabitable
- At the onset of an Active Shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

- Severe Windstorm (short warning)
- Biological or Chemical Threat

- Sniper Attack
- Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- Inside school buildings
 - Immediately TAKE COVER under desks or tables and turn away from all windows
 - Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
- Outside of School Buildings
 - Earthquake: move away from buildings
 - Take a protective position, if possible
- Explosion/Nuclear Attack:
 - Take protective position, OR,
 - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious route

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Earthquake

DROP, COVER, AND HOLD

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of

aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Near A School Building:

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Determine if EVACUATION of school site is necessary.
- ☐ Contact local fire department (call 911) to determine the correct action for your school site.
- ☐ If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION.
- ☐ Direct inspection of premises to assure that all students and personnel have left the building.
- ☐ Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- ☐ Monitor radio station for information.
- ☐ Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- ☐ If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- ☐ Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- ☐ Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

Fire In A School Building:

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Sound the fire alarm to implement EVACUATION of the building.
- ☐ Immediately EVACUATE the school using the primary or alternate fire routes.
- ☐ Notify the Fire Department (call 911).

- ☐ Direct search and rescue team to be sure all students and personnel have left the building.
- ☐ Ensure that access roads are kept open for emergency vehicles.
- ☐ Notify District Office of situation.
- ☐ Notify appropriate utility company of suspected breaks in utility lines or pipes.
- ☐ If needed, notify bus dispatch for OFF-SITE EVACUATION.
- ☐ Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- ☐ EVACUATE students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- ☐ Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Power Outage / Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.

- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Shelter-In-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- **LISTEN.** Remain quiet to hear critical instructions from school officials.
-If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Bomb Threat

**Most likely, threats of a bomb or other explosive device
will be received by telephone.**

THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

- When will the bomb explode and where is the bomb located?
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call 9-1-1. Give the following information:
 - Your name -Your call-back phone number
 - Exact street location with the nearest cross street
 - Nature of incident
 - Number and location of people involved and/or injured
- Notify Superintendent's Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.

- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance

BOMB THREAT REPORT FORM

Lakeside Union School District

| | | | | | | | | | | |
|--|--|---|-----------------------------|-----------------|----------------|--|----------------|--|--------------|--|
| School: Lemon Crest Elementary School | | | Time Call Received: | | | Call Taken By: | | | | |
| Date: | | | Time Caller Hung Up: | | | Title: | | | | |
| | | | Caller ID Info (*69) | | | | | | | |
| Questions to Ask: | | Exact Wording of Threat: " " | | | | | | | | |
| 1. When will the bomb explode? | | Caller's Voice: (circle all that apply) | | | | Caller's Language: (circle all that apply) | | Background Sounds: (circle all that apply) | | |
| 2. Where is the bomb right now? | | Calm | Nasal | Deep Breathing | Cracking Voice | Well Spoken | Educated | Street Noises | Crockery | |
| 3. What does it look like? | | Angry | Stutter | Disguised | Accent | Foul | Message Taped? | Voices | PA System | |
| 4. What kind of bomb is it? | | Excited | Lisp | Serious | Used Slang | Message Read? | Young (child) | Music | House Noises | |
| 5. What will cause it to explode? | | Slow | Raspy | Incoherent | Joking | Young (adult) | Middle Aged | Motor | Office | |
| 6. Did you place the bomb? | | Rapid | Deep | Slurred | Distinct | Old | | Factory | Machinery | |
| 7. Why? | | Soft | Ragged | Clearing Throat | Normal | Caller Demographics (circle one) | | Animal Noises | Clear | |
| 8. How did the bomb get in the school? | | Loud | Laughter | Crying | Frightened | Male | Female | Unknown | Static | |
| 9. Where are you calling from? | | If voice is familiar, who did it sound like? | | | | Approximate Age: | | Long Distance | Cell Phone | |
| 10. What is your name, address, phone? | | Other Observations: | | | | | | | | |

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what their purpose is for being on campus.
- Advise intruder of the trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at brunch or lunch time:

- Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- Spread SHELTER IN PLACE or LOCKDOWN alarm throughout rest of school as appropriate.

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage: All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

Hostage Situation

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- ☐ Call 911. Provide all known essential details of the situation:

- Number of hostage takers and description

- Type of weapons being used

- Number and names of hostages

- Any demands or instructions the hostage taker has given

- Description of the area

- ☐ Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.

- ☐ Protect building occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both) for all or parts of the building.

- ☐ Secure exterior doors from outside access.

- ☐ When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.

- ☐ Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.

- ☐ Identify media staging area, if appropriate. Implement a hotline for parents.

- ☐ Account for students as they are evacuated.

- ☐ Provide recovery counseling for students and staff.

STAFF ACTIONS:

- ☐ If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.

- ☐ Alert the principal/site administrator.

- ☐ Account for all students.

Lockdown: Active Shooter

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the building. The concept of LOCKDOWN is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

LOCKDOWN is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire • Rabid animal at large • Extreme violence outside the classroom

LOCKDOWN differs from SHELTER-IN-PLACE because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example:

"Attention please. We have an emergency situation and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.

Call 911. Provide location, status of campus, all available details of situation.

When clearance is received from appropriate agencies, give the ALL CLEAR instruction to indicate that it is safe to unlock the doors and return to the normal class routine.

Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.

Immediately lock doors and instruct students to lie down on the floor.

Close any shades and/or blinds if it appears safe to do so.

Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

Move quickly and quietly to the closest safe classroom.

If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room.

Remain quiet until further instructions are provided by the principal or police.

Poisoning, Chemical Spills, Hazardous Materials

POISONING

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.

Provide list of potentially affected students and staff to responding authorities.

Provide staff with information on possible poisonous materials in the building.

Notify District Superintendent of situation and number of students and staff affected.

Confer with Department of Health and Human Services before the resumption of normal school activities.

Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- ☐ Notify principal/site administrator.
- ☐ Call the Poison Center Hotline 1-800-222-1222.
- ☐ Administer first aid as directed by poison information center.
- ☐ Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- ☐ Keep poisonous materials in a locked and secure location.
- ☐ Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- ☐ Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

ADDITIONAL STEPS FOR THE SCHOOL:

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place Protocol
- Secure the area (block points of entry)

- Identify the chemical and follow the procedures for that particular chemical.
- Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the Todd Owens with the following information:
 - Date, time, and exact location of the release or threatened release
 - Name and telephone number of person reporting
 - Type of chemical involved and the estimated quantity
 - Description of potential hazards presented by the spill
 - Document time and date notification made
 - Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have present, should the need arise
- Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
- If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at 619.390.2600. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Solvents
- Motor Oil
- Diesel Fuel
- Kerosene
- Anti-Freeze
- Airborne Gases/Fumes
- Lacquer Thinner

- Paint
- Agricultural Spray
- Paint Thinner
- Stain
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the Todd Owens

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if possible.

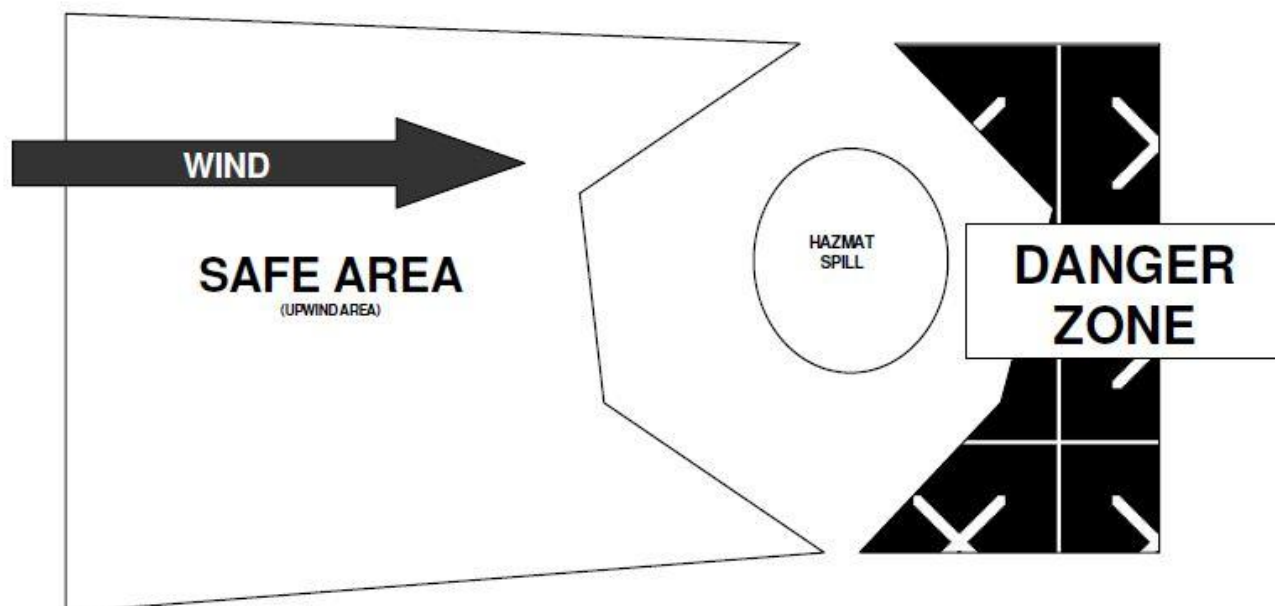
VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- Date, time, and exact location of the release
- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.



Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.

- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Medical Emergencies

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator

PRINCIPAL ACTIONS:

- Assess the victim - call 911 if appropriate
- Assign a staff member to meet rescue service and show them when the injured person is located
- Assemble emergency care and contact information of the injured person
- Monitor medical status of the injured person - even when taken to the hospital
- Assign a staff person to stay with the injured person - even if taken to the hospital
- Notify parents/guardian if the injured person is a student
- Advise staff of the situation, follow up with the parents
- Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

STAFF ACTIONS:

- ☐ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- ☐ Notify Principal/Site Administrator.
- ☐ Stay calm. Keep individual warm with a coat or blanket.
- ☐ Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- ☐ Do not give the individual anything to eat or drink.

OTHER EMERGENCY ACTIONS:

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage and Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

| TRIAGE Priorities | |
|-------------------------------------|--|
| Highest Priority - RED TAG | |
| 1. | Airway and breathing difficulties |
| 2. | Cardiac arrest |
| 3. | Uncontrolled or suspected severe bleeding |
| 4. | Severe head injuries |
| 5. | Severe medical problems |
| 6. | Open chest or abdominal wounds |
| 7. | Severe shock |
| Second Priority - YELLOW TAG | |
| 1. | Burns |
| 2. | Major multiple fractures |
| 3. | Back injuries with or without spinal cord damage |
| Third Priority - GREEN TAG | |
| 1. | Fractures or other injuries of a minor nature |
| Lowest Priority - BLACK | |
| 2. | Obviously mortal wounds where death appears reasonably certain |
| 3. | Obviously deceased |

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self and direct all patients who can walk to gather and remain in a safe place. Tag these people GREEN
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag BLACK (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag RED (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag RED
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess
- If patient cannot follow simple commands, tag RED
- If patient can follow simple commands, they will be tagged YELLOW or GREEN
- This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Suicide

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's

- | | |
|----------|--|
| Listen | to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance. |
| Observe | the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says. |
| Ask | whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is. |
| GET HELP | by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself. |
| STAY | with the person. Take the person to a CRT member and stay with that person for awhile. The person has placed trust in you, so you must help transfer that trust to the other person. |

Don'ts

- | | |
|-------|--|
| Don't | leave the person alone for even a minute. |
| Don't | act shocked or be sworn to secrecy. |
| Don't | underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden. |
| Don't | let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help. |
| Don't | take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person. |

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and call 9-1-1 for local emergency services.
Note: A casualty is a victim of an accident or disaster.
- Identify the problem and give the school address.
- Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- Determine if problem will continue or if it is over.
- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene.
- Contact Superintendent to determine need to send students home.

| PARAMEDIC TAG # | VICTIM NAME | STUDENT ID # | TIME OF DEPARTURE | Hospital |
|--------------------|-------------|-----------------|----------------------|----------|
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Signed _____ Date _____
Lemon Crest Elementary School Comprehensive Safety Plan

Bio Terrorism

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- ☐ Notify principal.
- ☐ Move students away from immediate vicinity of danger (if outside, implement Take Cover).
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- ☐ Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate SHELTER IN PLACE.
- ☐ Shut off HVAC units.
- ☐ Move to central location where windows and doors can be sealed with duct tape.
- ☐ Call 911. Provide location and nature of the emergency and school actions taken.
- ☐ Notify District Superintendent of the situation.
- ☐ Turn on a battery-powered commercial radio and listen for instructions.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- ☐ Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- ☐ Notify principal or site administrator.
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- ☐ Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
- ☐ Follow standard student assembly, accounting and reporting procedures.
- ☐ Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger.
- ☐ Move up-wind from the potential danger.
- ☐ Call 911. Provide exact location and nature of emergency.
- ☐ Designate security team to isolate and restrict access to potentially contaminated areas.
- ☐ Wait for instructions from emergency responders-- Health or Fire Department.
- ☐ Notify District Superintendent of the situation.
- ☐ Arrange for immediate psychological counseling for students and staff.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- ☐ Wash affected areas with soap and water.
- ☐ Immediately remove and contain contaminated clothing
- ☐ Do not use bleach on potentially exposed skins.
- ☐ Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

ADDITIONAL INFORMATION:

Anthrax Threat

How to identify suspicious letters or packages:

Some characteristics of suspicious letters or packages include the following:

- Excessive postage
- Handwritten or poorly typed addresses
- Incorrect titles
- Title, but no name
- Misspellings of common words
- Oily stains, discolorations or odors
- No return address
- Excessive weight
- Lopsided or uneven envelop
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Visual distractions
- Ticking sound
- Marked with restrictive endorsements, such as "Personal" or "Confidential."
- Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax"

- Do not shake or empty the contents of any suspicious envelop or package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then leave the room and close the door, or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

- Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- Leave the room and close the door or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

- Turn off local fans or ventilation units in the area.

- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- Move upwind, uphill, upstream.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- Shut down air handling systems in the building if possible.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

INVENTORY

Lemon Crest Elementary School
MPR Room

| Current Useable Inventory | | | Inventory Used by Mass Prophylaxis Center | |
|---------------------------|------------------|------------|---|----------|
| Date Inventory Taken: | | | Date Inventory Taken | |
| Description | Quantity on Hand | Check mark | Quantity Used | Comments |
| Paper Goods | | | | |
| Toilet Paper | | | | |
| Hand Towels | | | | |
| Sanitary Seat Covers | | | | |
| Other | | | | |
| Liquid Soap | | | | |
| Sanitary Supplies | | | | |
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The signatures of both school personnel & center Manager verifies materials used and will be reimbursed.

Lakeside Union School District Site Personnel Signature

Mass prophylaxis center Manager Signature

Date

Date

Incident Command System

Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called Management, Planning, Operations, Logistics, and Finance/Administration.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the Incident Commander or School Commander.

No one person should be supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under Operations, however.

Common terminology:

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known before a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording.

How ICS Functions

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- reduces the incidence of ineffective coordination and communications, and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

Primary Incident Command System Functions:

Incident/School Commander (The "leader")

The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Lakeside Union School District. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The "thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

Logistics Section (The "getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

Unified Command Structure

Unified Command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a

valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilitates

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

The following chart is an example of an Incident Command Structure.

Staging Areas

Command Posts

Primary: Front Office

Secondary: MPR Foyer

Mass Care Centers

Primary: Library

Secondary: Room 23

Evacuation Centers

On Campus: North Playground South Playground

Off Campus: Lakeside Union School District Office

Emergency Response Teams

| Operations | | |
|-----------------|--|--|
| Team | Team Leader: | Staff: |
| Security | Keith Keiper | Brandi Whitehurst |
| Search & Rescue | Heather Taft, Alice Frascone, Georgina Perez, Brit Sjostrom | Hayley Hardick, Roxann Givens, Loren Davis, Michael Dawson, Jesus Ochoa, Kyle Norton |
| Medical | Haley Abbott | Madina Rusbolt, Jana Paper, Tammy Smith |
| Student Release | Holly King | Michell Sieme, Lisa Coblentz |

Injury/Health Emergency

Student Staging Area Teams:

| Locations | Team Leader: | Staff: |
|-----------|--------------|--------------------------------|
| Team 1 | Deann Horn | Kelsey Brannon, Hayley Hardick |
| Team 2 | Kip Frazer | Leah Hopkins, Ashley Lenhoff |

Planning

| Team | Team Leader: | Staff |
|--------------------|---------------|------------------------------|
| Documentation | Beth Sandford | Gaby Bojorquez, Ariana Casas |
| Situation Analysis | Loren Davis | Keith Keiper |

Logistics

| Team | Team Leader: | Staff: |
|---------------------|-----------------|-------------------------------|
| Supplies/Facilities | Jessica Byrd | Jill Galyan, Julie Webster |
| Staffing | Corie Flynn | Lori Brown, Gwen Fraley |
| Communication | Elisa Williams | Donna Galyan, Nicki Cable |
| Transportation | Gideon Schuster | Christine Allread, Marta Rico |

Finance

| Team | Team Leader: | Staff: |
|-------------|-------------------|-------------------|
| Timekeeping | Brandi Whitehurst | Mischa Gregg |
| Purchasing | Keith Keiper | Brandi Whitehurst |

District Emergency Directory

| Name | Phone Number |
|------------------|----------------|
| Todd Owens | (619) 507-9890 |
| Natalie Winspear | (619) 402-0605 |
| Lisa DeRosier | (619) 415-1367 |
| Andy Johnsen | (619) 592-9981 |
| Kim Reed | (619) 357-9902 |
| Erin Garcia | (619) 592-9315 |
| Stacy Coble | (619) 981-1600 |
| Hee-Jin Peterson | (818) 458-7406 |
| Jim Rosa | (619) 675-5380 |
| Steve Mull | (619) 838-7511 |
| Jaime Gonzalez | |
| Staci Arnold | (619) 709-3062 |
| Nina Drammissi | (619) 249-5963 |
| Grace Cox | (760) 419-4610 |
| Leslie Hardiman | (619) 288-2580 |
| Tessa Green | (702) 461-0618 |
| Keith Keiper | (909) 522-7160 |

Emergency Communications

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a school:

Internal communications will be via:

- Public address systems
- Emails
- Message runner
- District telephone/emergency radio to administration offices

External communications will be via:

- The main communications network
- News bulletins, as needed, by appointed personnel only

Emergencies affecting two or more schools:

n-district communications will be via:

- Telephone, if operable
- District internal communications
- Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

Working with the news media:

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas.

Staff are to report any news media personnel that appear elsewhere on campus.

| Lakeside Union School District EOC Message Form | | | |
|--|--|---|---|
| Date | Priority (Circle one) <div style="display: flex; justify-content: space-around;"> EMERGENCY URGENT ROUTINE </div> <div style="display: flex; justify-content: space-around;"> (Life Threatened) (Property Threatened) (All Others) </div> | | |
| Time | | | |
| TO | Name _____ Title _____ Location _____ | FROM | Name _____ Title _____ Location _____ |
| Check One Take Action For Information Other _____ | | | |
| <u>Category</u> | <u>Number</u> | <u>Description</u> | |
| A. | # _____ | Fatalities | |
| B. | # _____ Minor | Injuries Minor: In need of First Aid attention only | |
| C. | # of Injured # _____ Major | Injuries (Ambulance) Major: Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock. Moderate: Burns, major multiple fractures, Back injuries with or without spinal cord damage | |
| D. | Circle one Major Moderate Minor | Property Damages Major damage: building collapse, building leaning, major ground movement causing large cracks in ground. Moderate damage: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines). Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows. | |
| E. | ___ Ambulance ___ PG&E ___ Other | Resources Needed ___ Other: (describe) | |
| Transmit only the data within the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate. | | | |
| Additional Information: Disposition: <div style="display: flex; justify-content: space-between;"> Action Requested By: (Name) Time Action provided: </div> | | | |

Media Contact Information

| <u>Television Stations</u> | <u>Fax Numbers</u> | <u>Telephone</u> |
|-----------------------------|--------------------|------------------|
| Contact District Office | | |
| <u>Radio Stations</u> | <u>Fax Numbers</u> | <u>Telephone</u> |
| Contact the District Office | | |
| <u>Newspapers</u> | <u>Fax Numbers</u> | <u>Telephone</u> |
| Contact the District Office | | |

Recovery

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, San Diego County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

| | | |
|----------------------------------|------------------------|----------------|
| Mental Support Resource Contact: | Dr. Patricia Fernandez | (619) 457-2033 |
| Social Support Resource Contact: | Dr. Patricia Fernandez | (619) 457-2033 |

Appendices

Annual Emergency Awareness/Preparedness Checklists & Forms

The following topics highlight areas of school operations, maintenance, security, and personnel that may pose opportunities for risk reduction. Use this checklist as a proactive tool to generate awareness over the potential for terrorist acts, at a time when it is needed most.

The recommendations contained in this checklist are not intended to represent or to replace a comprehensive school security program. Such a program would include much more. Many of the procedures included in the checklist are routine in districts with full time security operations. Whether your school district has full-time security coverage, or has minimal security resources, these recommendations may be used as a focal point around which to build an appropriately renewed sense of awareness.

The following are designed to use on an annual basis to meet emergency preparedness requirements. Districts may already have their own forms and can substitute those if desired.

**Lemon Crest Elementary School
Safety Plan Annual Drill Report
2020 - 2021**

| Date | Time | | Please place a check mark below for which drill has been completed. | | | | | Principal's Signature |
|------|-------|-----|---|------|------------|----------------|--------------|-----------------------|
| | Start | End | Radio Communications | Fire | Earthquake | Active Shooter | Other Drills | |
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ANNUAL DISASTER SERVICE WORKER SURVEY
2020 - 2021

| General Information | | |
|---|--|---------------------------------------|
| 1. Name | | |
| 2. Position | | |
| 3. Location | | |
| 4. Work | | |
| 5. Home Phone | | |
| Specialized Skills | | |
| 1. Bilingual? | | If yes, Language(s): |
| 2. CPR Certified? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 3. First Aid Certified? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 4. CERT (Trained?) | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 5. Simple Triage/Rapid Assessment Trained? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| Personal Responsibilities | | |
| 1. Children? | | If yes, ages: |
| 2. Special Needs? | | If yes, please describe: |
| 3. Elderly parents? | | Comments: |
| 4. Pets? | | Comments: |
| 5. Other caregivers available? | | Comments: |
| 6. Other | | |
| In an Emergency -- Confidential | | |
| 1. Anything you want us to know? Special Needs? Medications? | | |
| 2. Other: | | |

AMERICAN RED CROSS

RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

Introduction

What to Store

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

Budget

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

How Much to Store

Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

Storage

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water

in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Recommended Supplies

The following lists address classroom kits, supplies for the whole school and Search & Rescue gear.

Classroom Kit

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Crow bar
- Space blankets: 3
- Tarp ground cover
- Student accounting forms (blank)
- Student emergency cards
- Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)
- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries

- Push broom (if classroom includes wheel chairs)

Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food

Water

- 1/2 gallon per person per day times three days, with small paper cups

First Aid

- Compress, 4 x 4": 1000 per 500 students
- Compress, 8 x 10": 150 per 500 students
- Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, small, medium, large
- Butterfly bandages: 50 per campus
- Water in small sealed containers: 100 (for flushing wounds, etc.)
- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- Scissors (paramedic): 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First aid books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pairs

Sanitation Supplies (if not supplied in the classroom kits)

- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- Soap and water, in addition to the wet wipes, is strongly advised.

Tools per Campus

- Barrier tape, 3" x 1000": 3 rolls
- Pry bar
- Pick ax
- Sledge hammer
- Shovel
- Pliers
- Bolt cutters
- Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench: 1 per utility

Other Supplies

- Folding tables, 3' x 6': 3-4
- Chairs: 12-16
- Identification vests for staff, preferably color-coded per school plan
- Clipboards with emergency job descriptions
- Office supplies: pens, paper, etc.
- Signs for student request and release
- Alphabetical dividers for request gate
- Copies of all necessary forms

- Cable to connect car battery for emergency power

Food

- The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

Search & Rescue Equipment

Training on how to do light Search & Rescue is required—contact your local fire department for information on whether such training is offered in your community.

Protective Gear per S&R Team Member

- Hard hat, OSHA approved
- Identification vest
- Leather work gloves
- Safety Goggles
- Dust mask
- Flash light, extra batteries
- Duffel or tote bag to carry equipment

Gear per S&R Team

- Backpack with First Aid supplies
- Master Keys

Homeland Security Advisory System



Homeland Security Advisory System (Adapted for San Diego County County)

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.

Threat Conditions and Recommended Protective Measures

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

**GREEN:
LOW RISK OF
TERRORIST ATTACK**

This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

General Measures

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for "Do Not Duplicate"
- Review and update the Emergency Call-in List.

**BLUE:
GENERAL RISK OF
TERRORIST ATTACK**

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
- Test your generator once per week.

**YELLOW
SIGNIFICANT RISK OF
TERRORIST ATTACK**

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
- Test your generator once per week.

**ORANGE
HIGH RISK OF
TERRORIST ATTACK**

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
- Be alert to parent, staff, student concerns to determine when/how to communicate.
- Communication should focus on reassurance that school is a safe place
 - Reminder - schools have existing safety plans
 - Reminder - schools practice their safety procedures
 - Reminder - schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student's fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites
- Test your generator once per week.

**RED:
SEVERE RISK OF
TERRORIST ATTACKS**

A Severe Condition reflects a severe risk of terrorist attacks. Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The San Diego County County Emergency Operations Center, will be occupied initially during the first 24 hours of a RED threat level. (Continued operation will be determined on an as-need basis.)

The San Diego County Office of Education will provide staff at the San Diego County Office of Emergency Operations Center to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail link to ACOE, telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the ALCO EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.
 - review communication guidelines under Orange Threat Level
 - reminder - In the event of a RED threat level, school districts have a direct communication link via amateur radio to the San Diego County County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.

- Consider canceling special events.
- Consider closing campuses, if necessary.
- Maintain close contact with your local Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

Location Specific Emergencies

Pandemic/Influenza

EMERGENCY RESPONSE

PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- Insure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).

- Practice "respiratory hygiene etiquette".
- Practice hand washing hygiene etiquette
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement online homework assignments so that students can stay home.

Lakeside Union School District

Lakeside Union School District
12335 Woodside Avenue Lakeside, CA
92040
Lakeside, CA, CA 92040

619.390.2600
619.561.7929
www.lsusd.net

SB 187

Comprehensive School Safety Plan Process & Templates

Riverview International Academy (Riverview Campus 2-5)
9308 Winter Gardens Blvd. Lakeside, CA 92040
619-390-2662

2020-21

PREFACE

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

It is NOT intended to be a "grab and go" guide in an actual emergency.

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SB 187: School Safety Plan

Introduction

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter. (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

- Child Abuse reporting procedures
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students

- Sexual Harassment Policy
- Safe ingress and egress to and from school
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Dress Code
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

IMPLEMENTATION OF PLAN

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the school library and the main offices.

School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294,1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)p>

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:


- A representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives


The following template may be utilized as the cover signature sheet:

**Riverview International Academy (Riverview Campus 2-5)
Safety Plan Signature Page
2020 - 2021**

The undersigned members of the Riverview International Academy (Riverview Campus 2-5) School Safety Planning Committee certify that the requirements for the SB 187 Safety Plan have been met.


Principal


President, School Site Council


Teachers Association Representative


Classified Association Representatives


Parent Representative

Law Enforcement Representative

Annual Safety Goals

Riverview International Academy (Riverview Campus 2-5) Safety Plan Goals 2020 - 2021

Goal: To complete Comprehensive Planning Through Environmental Design study in collaboration with the Sherriff's office by June 30, 2021. This will serve as baseline data and help our site to determine specific goals and actions for improved safety on our campus.

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting consistent with Penal Code 11164.
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A sexual harassment policy pursuant to Education Code 212.6
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing "gang related apparel," the provisions of that dress code.
- Routine and Emergency Disaster Procedures: -Emergency and Disaster Preparedness Plan -Fire Drills -Bomb Threats -Earthquake Emergency Procedure System - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students and/or parents notified that this policy exists?
- How are staff, students and/or parents notified relative to a specific incident?
- What staff/student training(s) have been completed?
- What additional trainings are needed?

Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

- Injury inflicted by another person
- Sexual Abuse
- Neglect of child's physical, health, and emotional needs.
- Unusual and willful cruelty; unjustifiable punishment.
- Unlawful corporal punishment.

2. Not Considered Child Abuse

- Mutual affray between minors
- Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For purposes of self-defense
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escapee

B. Mandated Child Abuse Reporting

- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:
The telephone call must be made immediately or as soon as practicably possible by telephone.
AND

A written report must be sent within 36 hours of the telephone call to the child protective agency.

- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
- When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
- The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
- This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

D. Child Abuse Reporting Number: 1.800.344.6000

E. Staff Training: ALL staff must complete annual Mandated Reporter Training

F. Board Policies:

Child abuse reporting procedures are detailed in LUSD Board Policies 5141.4. All LUSD Staff members follow Board Policy for Child Abuse reporting. All staff are trained annually on requirements for child abuse reporting as mandated reporters. Online training is provided by SDCOE JPA Learning Library. All staff must complete training within the first 6 weeks of the school year or within 6 weeks of employment (per Penal Code 11165.7)

Any school employee, who knows or reasonably suspects that a child has been a victim of child abuse or neglect shall report immediately or as soon as reasonably possible, by telephone, to child protective services using the CPS hotline. The employee shall follow up with the submission of Suspected Child Abuse Report form within 36 hours.

Board Policy:

Child Abuse Prevention: BP5141.4

The Governing Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse,

inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

(cf. 6143 - Courses of Study)

The Superintendent or designee shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 0450 - Comprehensive Safety Plan)

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect. The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Sexual Harassment Policy

A. DEFINITION

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:

- Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
- Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
- The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;
- The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Staff Training: All staff participate in mandatory annual sexual harassment training

C. Student Sexual Harassment Policy:

Lakeside Union School District and the Governing Board are committed to maintaining an educational environment that is free from harassment. Sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of the Civil Rights Act of 1972 and is prohibited by both federal and state laws. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation (BP 5145.7). Sexual harassment is defined in Education Code to mean unwelcome sexual advances; requests for sexual favors; or verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting. 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:

The Board believes that concerned stakeholders should always attempt to resolve their concerns at the level where the concern first started - rather than with the formal filing of a complaint with the person (as defined in this policy).

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

- Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

- Submission to or rejection of the conduct by a student is used as the basis for academic

decisions affecting the student

- The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment

- Submission to or rejection of the conduct by the student is used as the basis for any decision

affecting the student regarding benefits and services, honors, programs, or activities available

at or through any district program or activity

Unwelcome Conduct: Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

- Unwelcome leering, sexual flirtations or propositions
- Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading

descriptions

- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, notes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-gender class

- Massaging, grabbing, fondling, stroking or brushing the body

General Information Regarding Reports and/or Complaints of Sexual Harassment

Confidentiality: All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

Disciplinary Action: Anyone 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 and/or legal action. For students in grades 4 through 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.

Retaliation: The Board prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Filing a Report of Information Complaint of Discrimination, Harassment, Intimidation, or Bullying Based on Sex

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a

complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available, including counseling services. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

At any time during the process, students, parents, or guardians may contact the Title IX Coordinator to report or file an informal complaint directly with the district at:

Title IX Coordinator

Stacy Coble

Director, Human Resources

Lakeside Union School District

scoble@lsusd.net

12335 Woodside Avenue

Lakeside, CA 92040

(619) 390-2600

Filing a Formal or Uniform Complaint

Pursuant to BP 1312.3, the Board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures.

The Uniform Complaint may be mailed or filed at:

Human Resources Department

Lakeside Union School District

12335 Woodside Avenue

Lakeside, CA 90240

D. Board Policies related to Sexual Harrassment:

Board Policy 0410: Nondiscrimination in District Programs

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf.1240 - Volunteer Assistance)

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4033 - Lactation Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)
(cf. 6178 - Career Technical Education)
(cf. 6200 - Adult Education)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, application form, or other recruitment materials distributed to these groups.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4031 - Complaints Concerning Discrimination in Employment)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

Access for Individuals with Disabilities

(cf. 3540 - Transportation)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5145.13 - Response to Immigration Enforcement)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

(cf. 1330 - Use of Facilities)

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

Access for Individuals with Disabilities

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations.

When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

(cf. 6163.2 - Animals At School)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

(cf. 6020 - Parent Involvement)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator.

He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

ASSISTANT SUPERINTENDENT, ED SERVICES

12335 Woodside Avenue, Lakeside, CA 92040

(619) 390-2608

kreed@lsusd.net

Board Policy 5145.3 Students: Nondiscrimination and Harassment

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed

to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1330 - Use of Facilities)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

Board Policy 5145.7 Students: Sexual Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment 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 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 a district compliance officer.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate 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 of the harassment 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

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to 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.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

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 district schools.

(cf. 3580 - District Records)

Administrative Regulations

Administrative Regulations 5145.31 Students: Non-Discrimination For Students and Employees

This regulation is meant to advise school site staff and administration regarding transgender and gender non-conforming student concerns in order to create a safe learning environment for all students, and to ensure that every student has equal access to all components of their educational program.

Confirmation of a student's asserted gender identity will be in consultation with the student and parent or guardian with educational rights. The District recognizes that the person best situated to determine a student's gender identity is the student himself or herself. A school should accept a student's assertion of his or her gender identity in consultation with a parent, where there is

consistent and uniform assertion of the gender-related identity, and any other evidence that the gender-related identity is sincerely held as part of the person's core identity. If a student's gender-related identity, appearance, or behavior meets the standard, the only circumstance in which a school may question a student's asserted gender identity is where the school personnel have a credible basis for believing that the student's gender-related identity is being asserted for an improper purpose.

The California Education Code states that "all pupils have the right to participate fully in the educational process, free from discrimination and harassment." (Cal. Ed. Code Section 201(a).) Section 220 of the Education Code provides that no person shall be subject to discrimination on the basis of gender in any program or activity conducted by an educational institution that receives or benefits from state financial assistance.

The Code further provides that public schools have an affirmative obligation to combat sexism and other forms of bias, and a responsibility to provide equal educational opportunity to all pupils. (Cal. Ed Code Section 201(b).)

The CCR similarly provides that "No person shall be excluded from participation in or denied the benefits of any local agency's program or activity on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity conducted by an 'educational institution' or any other 'local agency'. . . that receives or benefits from any state financial assistance." (5 CCR Section 4900(a).)

The California Code of Regulations defines "gender" as: "a person's actual sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth." (5 CCR Section 4910(k).) The Board Policy prohibits gender-based harassment. It requires that "All educational programs, activities and employment practices shall be conducted without discrimination based on . . . sex, sexual orientation, [or] gender identity."

Therefore, transgender and gender non-conforming students must be protected from discrimination and harassment in the public school system. Staff must respond appropriately to ensure that schools are free from any such discrimination or harassment.

Official Records and Confidentiality

The District is required to maintain a mandatory permanent pupil record which includes the legal name of the pupil, as well as the pupil's gender. (5 Cal. Code Reg. 432(b)(1)(A). (D).)

The District shall change a student's official records to reflect a change in legal name or gender upon receipt of documentation that such legal name and/or gender have been changed pursuant to California legal requirements. Students are not required to obtain a court ordered name and/or gender change or to change their official records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

The former name and gender identity of a student shall be kept confidential. Schools shall create a procedure for keeping the student records with the former gender identity confidential, where possible.

The school shall set a procedure to update name changes and gender markers in the school's system upon request.

Access to Restrooms and Locker Rooms

All students are entitled to have access to restrooms, locker rooms and changing facilities that are sanitary, safe, and adequate, so they can comfortably and fully engage in their school program and activities. Transgender students shall not be forced to use the locker room and restroom corresponding to their gender assigned at birth. In meeting with the transgender/gender non-confirming student (and parent), it is essential that the principal and student address the student's access to the restrooms, locker room and changing facility.

Each situation needs to be reviewed and addressed based on the particular circumstances of the student and the school facilities. In all cases, the principal should be clear with the student (and parent) that the student may access the restroom, locker room, and changing facility that corresponds to the student's gender identity. All students with privacy concerns will be provided with a safe and adequate alternative, based on availability and appropriateness to address privacy concerns, such as:

1. Use of a private area in the public area (i.e., a bathroom stall with a door, an area separated by a curtain or screen, a PE instructor's office in the locker room);
2. A separate changing schedule (either utilizing the locker room before or after the other students); or
3. Use of a nearby private area (i.e., a nearby restroom, a unisex restroom, or a nurse's office).

Physical Education and Intramural and Interscholastic Activities

Transgender students shall

not be denied the opportunity to participate in physical education, nor shall they be forced to have physical education outside of the assigned class time.

Where there are sex-segregated classes or athletic activities, all students must be allowed to participate in a manner consistent with their gender identity. The California Interscholastic Federation (CIF) has provided bylaws stating that all students should have the opportunity to participate in CIF activities in a manner consistent with their gender identity. The District will provide athletic opportunities consistent with the gender identity of each student.

Whenever students are separated by gender in school activities, or subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such rule, policy, or practice consistent with their gender identity.

Names/Pronouns

Students shall have the right to be addressed by a name and pronoun corresponding to their gender identity that is consistently and uniformly asserted at school. This directive does not prohibit inadvertent slips or honest mistakes, but it does apply to an intentional and persistent refusal to respect a student's gender identity. The requested name shall be included in the school's data retention system in addition to the student's legal name, in order to inform teachers of the name and pronoun to use when addressing the student.

To create a safe and supportive environment for the student, the school shall engage the student and parent with respect to name and pronoun use, and agree on a plan to initiate that name and pronoun use within the school.

Dress Code

Generally, students should be permitted to participate in gender-segregated recreational gym class activities and sports in accordance with the student's gender identity that is consistently and uniformly asserted at school. Participation in competitive athletic activities and contact sports will be resolved on a case by case basis.

School sites can enforce dress codes that are adopted pursuant to Education Code 35291. Students shall have the right to dress in accordance with their gender identity that is exclusively and consistently asserted at school, within the constraints of the dress codes adopted at their school site. This regulation does not limit a student's right to dress in accordance with the school dress code policy.

Parent Notification

School Administration will respect the privacy of students who discuss the issue of their gender identity with school personnel. There will be parent notification upon official request by the student to change their gender identity of record.

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: December 12, 2013 Lakeside, California

Administrative Regulations 4031 Personnel: Complaints Concerning Discrimination in Employment

Complaint Procedure

Any complaint by an employee or job applicant alleging discrimination or harassment shall be addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: Any employee or job applicant (the "complainant") who believes he/she has been subjected to prohibited discrimination or harassment shall promptly inform his/her supervisor, the district's Coordinator for Nondiscrimination in Employment, or the Superintendent.

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the Coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

2. Investigation Process: The Coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five school days of receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The Coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The Coordinator shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

If the Coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the Coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

When necessary to carry out his/her investigation or to protect employee or student safety, the Coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The Coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The Coordinator shall ensure that such interim measures do not constitute retaliation.

3. Written Report on Findings and Corrective Action: No more than 30 days after receiving the complaint, the Coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator shall notify the complainant and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

The report shall be presented to the complainant, the person accused, and the Superintendent or designee.

4. Appeal to the Governing Board: The complainant or the person accused may appeal any findings to the Board within 10 working days of receiving the written report of the Coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 working days.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 9321 - Closed Session Purposes and Agendas)

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may also file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960 (Government Code 12960)

2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)

3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

Administrative Regulations 5145.3 Students: Nondiscrimination and Harassment

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including

Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent
12335 Woodside Avenue
Lakeside, CA 92040
(619) 390-2608

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.

(cf. 5145.6 - Parental Notifications)

4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so.

(Education Code 234.1)

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity

2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As

appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's

assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity,

without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress Code)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

revised: April 16, 2015

Definitions

Prohibited

sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.

2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.

3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.

4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. Such training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position.

(Government Code 12950.1)

A supervisory employee is any employee with the authority to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or to effectively recommend such action.

The district's sexual harassment training and education program for supervisory employees shall include the provision of (Government Code 12950.1; 2 CCR 7288.0):

1. Information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment.
2. Practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation.
3. A component on the prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance
4. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
5. All other contents of mandated training specified in 2 CCR 11023

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
 2. The definition of sexual harassment under applicable state and federal law
 3. A description of sexual harassment, with examples
 4. The district's complaint process available to the employee
- (cf. 4031 - Complaints Concerning Discrimination in Employment)
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
 6. Directions on how to contact DFEH and the EEOC
 7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 12, 2012 Lakeside, California

revised: February 11, 2016

Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school or private property.
- Possessed or used 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.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit sexual assault.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be

suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period, whether on or off the campus.
- During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

- Causing serious physical injury to another person, except in self-defense.
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- Unlawful possession of any controlled substance, as defined under Ed. Code.
- Robbery or extortion.
- Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance as defined by Education Code.
- Committing or attempting to commit a sexual assault as defined in the Education Code.

Board Policies:

AR 5144 Students

Discipline

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques

whenever possible. In addition, discipline shall be used in a manner that corrects student behavior without intentionally creating an adverse effect on student learning or health.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5136 - Gangs)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.5 - Student Success Teams)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Board Policy 5144.1: Suspension And Expulsion/Due Process

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law, in policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
 2. While going to or coming from school
 3. During the lunch period, whether on or off the school campus
- (cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension

shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 1020 - Youth Services)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in public an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

AR 5144.1 Students Suspension And Expulsion/Due Process Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be subject to suspension or expulsion shall be only those as follows:

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(a) and (t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Knowingly received stolen school property or private property. (Education Code 48900(l))

12. Possessed an imitation firearm. (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

Hazing means a method of initiation or preinitiation into a student 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 or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability

to participate in or benefit from the services, activities, or privileges provided by a school.
(Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability.
(Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property

damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

A teacher may not suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any other acts specified Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal, or Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal, may in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

(cf. 5125 - Student Records)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

(cf. 5125 - Student Records)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school

for the purpose of the conference the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

b. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

c. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion": Grades K-12 and "Additional Grounds for Suspension and Expulsion Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an expellable offence above under "Grounds for Suspension and Expulsion", the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment.

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that another student's privacy rights are not violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued

in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of

the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and be permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with parent/guardian and district staff, including the student's teachers, and with the student's parent/guardian regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel, or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session

or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #19-21 under "Grounds for Suspension and Expulsion: Grades K-12 and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees.
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record, and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

AR 5144.2 Students

Suspension And Expulsion/Due Process (Students With Disabilities)

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
(cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530) The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530) (cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

- Identify off-campus evacuation site(s).
- Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization: Albertsons Supermarket
Address: 9560 Winter Gardens Blvd, Lakeside, CA 92040
Contact: Store Manager
Phone Number: (619) 561-5521
Date of Agreement: 1/4/2020

Organization: Lakeside Middle School
Address: 11833 Woodside Ave. Lakeside, CA 92040
Contact: Steve Mull
Phone Number: 619-390-2636
Date of Agreement: 2/4/2020

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

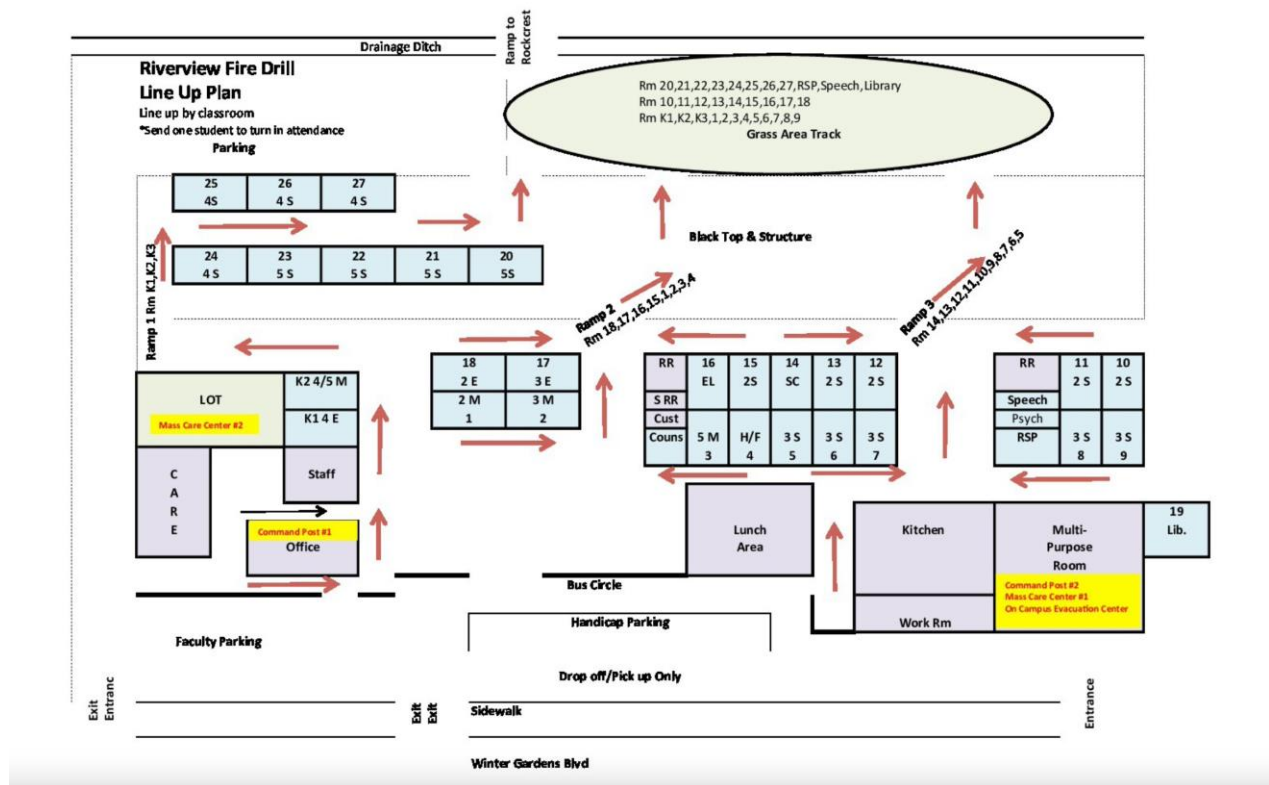
Follow the "Shelter-in-Place" procedures.

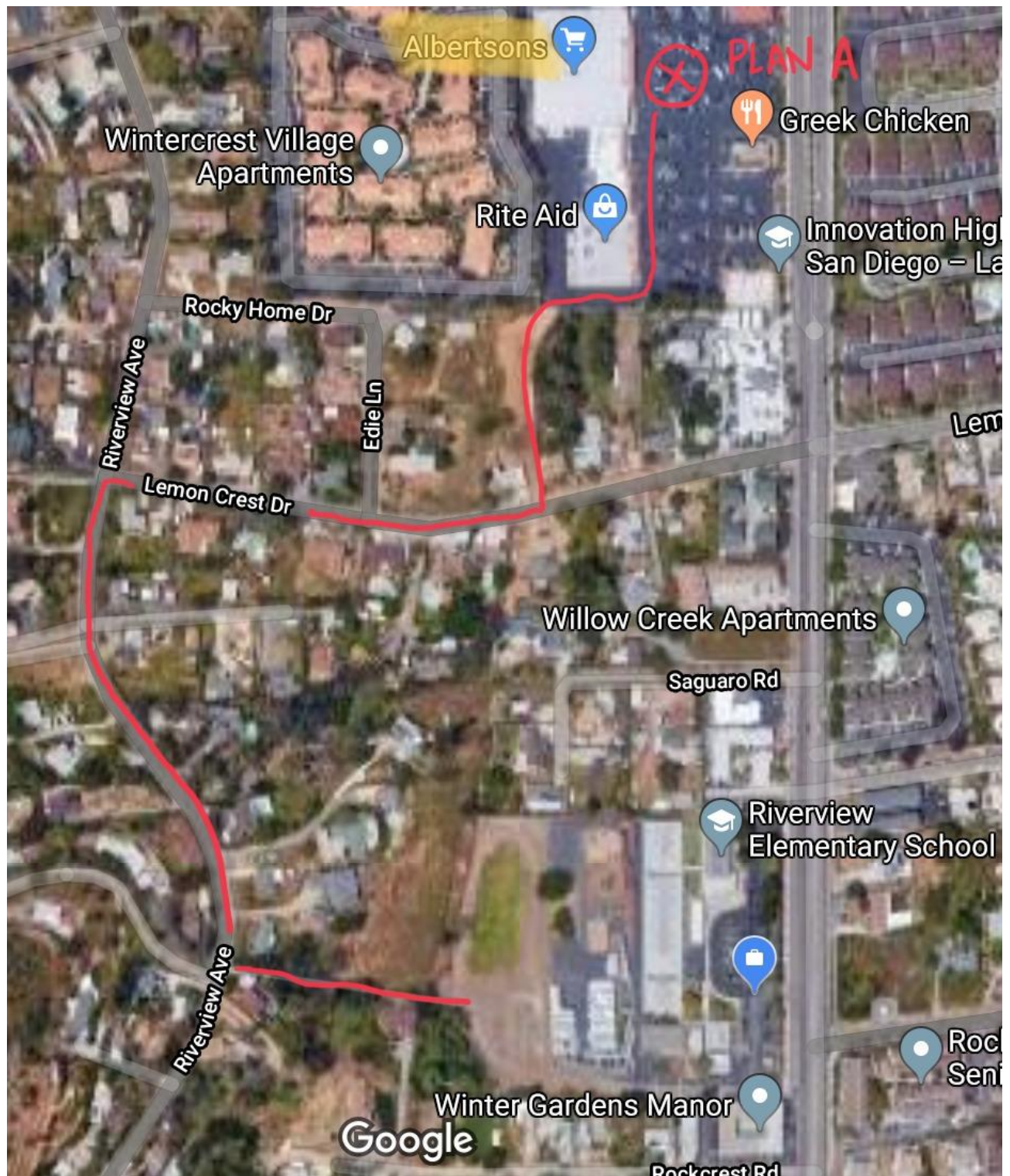
C. Staff Training

Daily Ingress/Egress Routes



Emergency Evacuation Routes







School Discipline

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

- Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training:

D. Board Policies:

BP5144 Discipline:

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5131 - Conduct)

(cf. 5131.14 - Bus Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools.

The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

(cf. 5131.41 - Use of Seclusion and Restraint)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district school, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

AR 5144

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians

2. Teachers

3. School administrators

4. School security personnel, if any

(cf. 3515.3 - District Police/Security Department)

5. For junior high, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians

(cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

11. Recess restriction as provided in the section below entitled "Recess Restriction"
12. Detention after school hours as provided in the section below entitled "Detention After School"
13. Community service as provided in the section below entitled "Community Service"
14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Cocurricular Activities)

15. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Recess Restriction

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. The student's teacher shall inform the principal of any recess restrictions imposed.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours, on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor

beautification, campus betterment, and teacher, peer, or youth assistance programs.
(Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

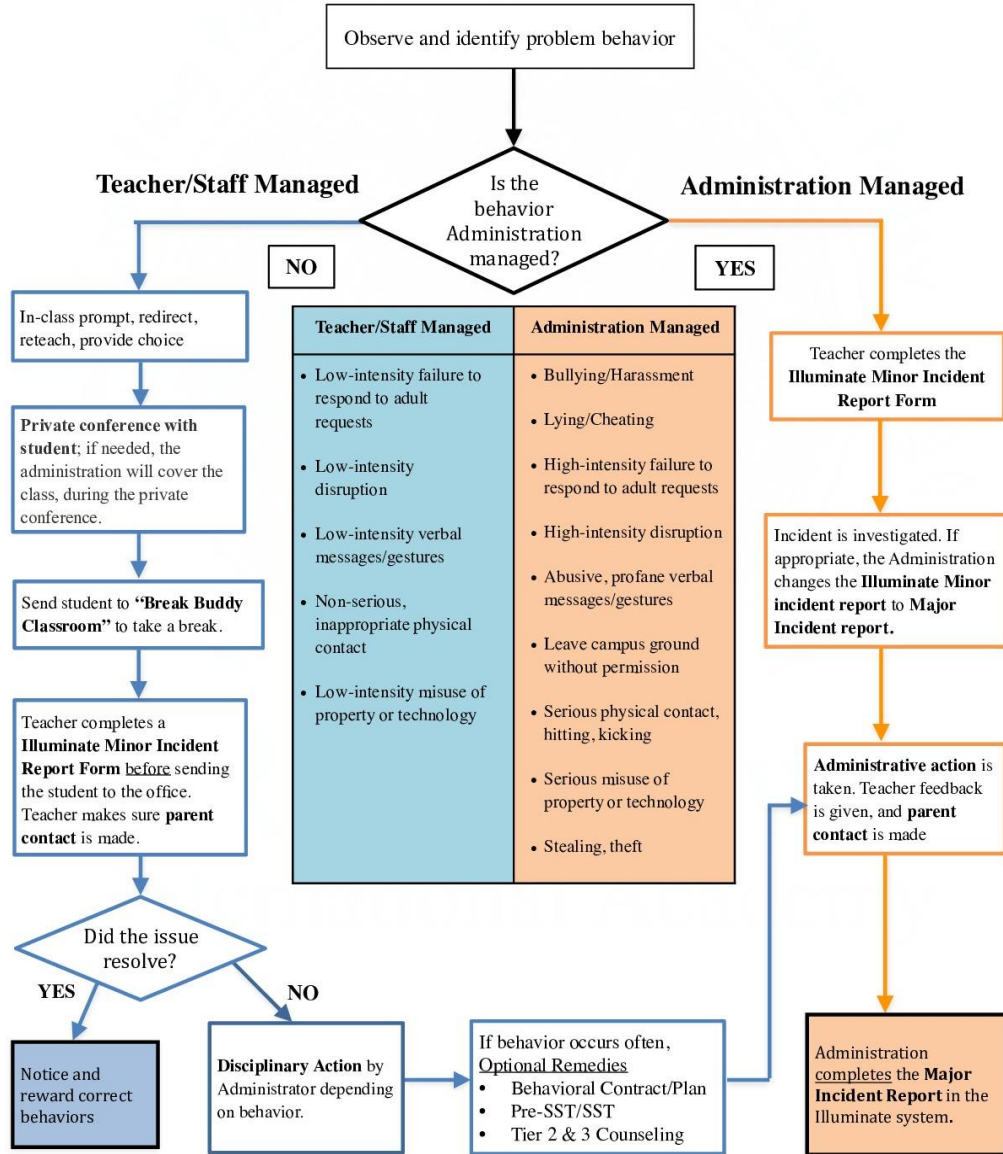
At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline.
(Education Code 35291, 48980)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Regulation LAKESIDE UNION SCHOOL DISTRICT
approved: September 17, 2012 Lakeside, California
revised: June 27, 2019

**Riverview International Academy
2019-2020 Behavior Management Flow Chart**



Lakeside Union School District Uniform Discipline Policy (Elementary Level)

**Consequences may vary depending on frequency and severity of the incident(s) as well as discipline history.
Parent Conference, Restorative Justice and Other Means of Correction Pre/post Incident as Appropriate.**

| Infractions Ed Code 48900 (a) to (o) | First Incident | Second Incident | Third Incident |
|--|--|--|--|
| (a)(1) Caused, Attempted, or Threatened to Cause Physical Injury to Another Student That is Substantive | Threat assessment; Up to 2-days suspension | Threat assessment; Up to 3-days suspension | Threat assessment; Up to 5-days suspension; possible expulsion |
| (a) Kicking, Pushing or Shoving (No Injury) | Site consequence(s) | Site consequence(s) | Site consequence(s); Up to 2-days suspension |
| (b) Possessed, Sold Or Furnished Any Firearm, Or Explosive | 5-days suspension; threat assessment, police report; and possible expulsion | | |
| (b) Possessed, Sold Or Furnished Any Knife Or Dangerous Object | Threat assessment; Up to 3-days suspension | Threat assessment; Up to 4-days suspension | Threat assessment; 5-days suspension; police report; possible expulsion |
| 48915(c) Brandishing a Knife | 5-days suspension; threat assessment, police report; and expulsion | | |
| (c) Possessed, Used, Furnished, or Been Under The Influence of Any Controlled Substance or Alcohol. | Up to 3-days suspension; possible police report | Up to 5-days suspension; possible police report | Up to 5-days suspension; possible police report; possible expulsion |
| (d) Sold, Offered, Arranged or Negotiated to Sell Any Controlled Substance | 5-days suspension; police report; and expulsion | | |
| (f) Caused or Attempted to Cause Damage to School Property or Private Property | Restorative justice; site consequence(s); and/or up to 5-days suspension; possible police report | Restorative justice; site consequence(s); and/or up to 5-days suspension; possible police report | Restorative justice; site consequence(s); up to 5-days suspension; police report; possible expulsion |
| (g) Stolen or Attempted to Steal School Property or Private Property | Restorative justice; site consequences; and/or up to 2-days suspension; possible police report | Restorative justice; site consequences; and/or up to 3-days suspension; possible police report | Restorative justice; site consequences; up to 5-days suspension; possible police report |
| (h) Possessed or Used Tobacco, or Any Products Containing Tobacco or Nicotine (Hookah Pens) | Site consequence; up to 2-days suspension | Site consequence; up to 3-days suspension | Site consequence; up to 5-days suspension; and possible expulsion |
| (i) Committed An Obscene Act or Verbal Assault Toward School Authority or Engaged in Habitual Profanity or Vulgarity | Restorative justice; site consequence(s); up to 1 day suspension | Restorative justice; site consequence(s); up to 2-days suspension | Restorative justice; site consequence(s); up to 3-days suspension |
| (k) Disrupted School Activities Or Willfully Defied The Valid Authority Of School Officials. | Site consequence(s) [K-5 th] | Site consequence(s) [K-5 th]; up to 4-day suspension (Kth or 5th only) | Site consequence(s) [K-5 th]; up to 2-day suspension (Kth or 5th only) |
| (r) Harassing, Intimidation or Bullying | Restorative justice; Site consequence(s) | Restorative justice; Site consequence(s); up to 1 day suspension | Restorative justice; Site consequence(s); up to 2-days suspension |
| 48900.2 Sexual Harassment | Restorative justice; Site consequence(s); up to 2-days suspension | Restorative justice; Site consequence(s); up to 3-days suspension | Restorative justice; Site consequence(s); up to 5-days suspension |
| 48900.3 Hate Motivated Behavior: race, sexual orientation, ethnicity, religion, nationality, disability, gender, gender identify, gender expression, or sexual orientation | Restorative justice; Site consequence(s) | Restorative justice; Site consequence(s); up to 2 days suspension | Restorative justice; Site consequence(s); up to 5 days suspension |

Last Revised: 9/30/14

(Internal Use Only)

Lakeside Union School District Uniform Discipline Policy (Elementary Level)

Consequences may vary depending on frequency and severity of the incident(s) as well as discipline history.
Parent Conference, Restorative Justice and Other Means of Correction Pre/post Incident as Appropriate.

| Minor/Lesser Infractions | First Incident | Second Incident | Third Incident |
|---|---|--|--|
| Argument (No Contact) | <ul style="list-style-type: none"> Site consequence(s) Restorative justice Parent contact or Classroom visit | Restorative justice; Site consequence(s); up to 1 day suspension | Restorative justice; Site consequence(s); up to 2-days suspension |
| False Fire Alarms | <ul style="list-style-type: none"> Referral to school counselor Community service/Service learning | Restorative Justice; Site consequence(s); up to 1 day suspension | Restorative justice; Site consequence(s); up to 1 day suspension; referral to Burn Institute |
| Cheating/Plagiarism | | Zero on assignment; Site consequence(s) | Zero on assignment; Site consequence(s) |
| Misuse Of Electronic Devices | <u>Sample site consequences:</u> Saturday School | Confiscation/Parent pick-up; Limited use | Confiscation/Warning; Device(s) banned from school |
| Cutting Class Or Out Of Class | Lunch or After School Detention | Site Consequence(s); Saturday School | Site Consequence(s); Saturday School |
| Riding Bikes Or Skateboards On Campus | Referral to Principal/AP | Confiscation | Confiscation; Saturday School. |
| Forgery of Any Kind | Referral to School Counselor | Saturday School | 1-day suspension |
| Gambling | Referral to Community Based Services | Site consequence(s); Saturday School | Site consequence(s); Saturday School; up to 1 day suspension |
| Display of Gang-Related or Affiliated Symbols | Restitution | Restorative justice; Site consequence(s); Parent conference | Restorative justice; Site consequence(s); Parent conference |
| Dress Code Violations | Move to Another Classroom | Site consequence(s) | Site consequence(s); Parent conference |
| Kicking, Pushing Or Shoving (No Injury) | Conflict Mediation/No Contact Contract | Restorative justice; up to 1 day suspension | Restorative justice; up to 2-days suspension |
| Students Identified Inciting Conflicts Or Fights: Running To & Photographing A Fight, Continued Presence At A Fight, Verbal Encouragement Of A Fight And Instigating A Fight (this includes verbal provocation or instigating a disruption) | Bus walker ESS suspension; etc. | Restorative justice; up to 1 day suspension | Restorative justice; up to 2-days suspension |
| ★ Defiance/Disruption (Not suspendable under K) | | Site consequence(s) | Site consequence(s); Parent conference |
| No Show to Detention, Saturday School, or Office After Referral | | Site consequence(s) | Site consequence(s); Parent conference |
| Suspended Student on School Grounds or at School Activity | | Up to 2-days suspension; possible police report | Up to 2-days suspension; possible police report |
| Off Campus/Out of Bounds | | Site consequence(s) | Site consequence(s); Parent conference |
| Last Revised: 9/30/14 | | | (Internal Use Only) |

Lakeside Union School District Uniform Discipline Policy (Elementary Level)

**Consequences may vary depending on frequency and severity of the incident(s) as well as discipline history.
Parent Conference, Restorative Justice and Other Means of Correction Pre/post Incident as Appropriate.**

| | | | |
|--|--|---|--|
| Unsafe Behavior (running, throwing objects, horseplay, spitting, etc.) | | Site consequence(s); up to 1 day suspension | Site consequence(s); up to 2-days suspension |
| Bringing Inappropriate/Unsafe Items to School | | Site consequence(s); up to 1 day suspension | Site consequence(s); up to 2-days suspension |
| Displaying Inappropriate Affection | | Site consequence(s) | Site consequence(s); parent conference |

Last Revised: 9/30/14

(Internal Use Only)

Dress Code

A. Board Policies:

BP 5132 Students

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide.

(Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

AR 5132 Students

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Uniforms

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting.

(Education Code 35183)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

B. Staff Training

Routine and Emergency Disaster Procedures: Drills

Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
(Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools.

(Code of Regulations, Title 5, Section 550)

- Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
- Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- Evacuation areas will be established away from fire lanes.
- Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
- The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

- The Fire Alarm can be heard by all staff and students.
- Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
- Evacuation areas will be established away from fire lanes.
- Teachers and students are staged in an orderly fashion away from fire lanes.
- Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
- Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Active Shooter/Lockdown Drills

LUSD does not conduct active shooter lockdown drills. Lockdown drills in general are permitted and local law enforcement is availalbe to be on campus to evaluate our lockdown drills.

Active Shooter Drill Assessment Sheet

Team Member _____ Building _____

| Room | Door Barricade | Windows Covered | Lights | Interior Barricade | Teacher/ Students behind Barricade | PE at Gates | All Clear Code | Evacuation Yes/No |
|------|----------------|-----------------|--------|--------------------|------------------------------------|-------------|----------------|-------------------|
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Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Lakeside Union School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References - State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service 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 county, city, city and county, state agency or public district, excluding aliens legally employed.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A disaster is defined as sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a

flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

EMERGENCY RESPONSE:

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.

Send search and rescue team to look for trapped students and staff.

Post guards a safe distance away from building entrances to assure no one re-enters.

Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.

Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.

☐ Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

☐ Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.

☐ Check for injuries, and render First Aid.

☐ After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.

☐ Check attendance at the assembly area. Report any missing students to principal/site administrator.

☐ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

☐ Stay alert for aftershocks

☐ Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

☐ Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.

☐ After shaking stops, check for injuries, and render first aid.

☐ Check attendance. Report any missing students to principal/site administrator.

☐ Stay alert for aftershocks.

☐ Keep a safe distance from any downed power lines

☐ Do NOT re-enter building until it is determined to be safe.

☐ Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

☐ Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.

☐ Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.

☐ Notify fire department and utility company of suspected breaks in utility lines or pipes.

☐ If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.

☐ Notify District Office, who will inform public information media as appropriate.

ADDITIONAL STEPS FOR THE SCHOOL:

| <u>Earthquake Size Descriptions</u> | | |
|--|--------------------------|--------------------------|
| Descriptive Title | Richter Magnitude | Intensity Effects |

| <u>Earthquake Size Descriptions</u> | | |
|--|--------------------------|---|
| Descriptive Title | Richter Magnitude | Intensity Effects |
| Minor Earthquake | 1 to 3.9 | Only observed instrumentally or felt only near the epicenter. |
| Small Earthquake | 4 to 5.9 | Surface fault movement is small or does not occur. Felt distances of up to 20 or 30 miles from the epicenter. May cause damage. |
| Moderate Earthquake | 6 to 6.9 | Moderate to severe earthquake range; fault rupture probable. |
| Major Earthquake | 7 to 7.9 | Landslides, liquefaction and ground failure triggered by shock waves. |
| Great Earthquake | 8 to 8+ | Damage extends over a broad area, depending on magnitude and other factors. |

Levels of Response

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with LUSD to respond. The affected Cities and the County of San Diego will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Diego County will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

District and Parent Responsibilities for Students

DISTRICT RESPONSIBILITY

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

- Until regular dismissal time and released only then if it is considered safe, OR
- Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
 - a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
 - b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

Emergency Response Procedures

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

- Fire
- Peacetime Bomb Threat
- Chemical Accident
- Explosion or Threat of an Explosion
- Following an Earthquake
- Other similar occurrences that might make the building uninhabitable
- At the onset of an Active Shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

- Severe Windstorm (short warning)
- Biological or Chemical Threat

- Sniper Attack
- Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- Inside school buildings
 - Immediately TAKE COVER under desks or tables and turn away from all windows
 - Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
- Outside of School Buildings
 - Earthquake: move away from buildings
 - Take a protective position, if possible
- Explosion/Nuclear Attack:
 - Take protective position, OR,
 - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious route

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Earthquake

DROP, COVER, AND HOLD

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of

aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Near A School Building:

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Determine if EVACUATION of school site is necessary.
- ☐ Contact local fire department (call 911) to determine the correct action for your school site.
- ☐ If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION.
- ☐ Direct inspection of premises to assure that all students and personnel have left the building.
- ☐ Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- ☐ Monitor radio station for information.
- ☐ Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- ☐ If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- ☐ Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- ☐ Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

Fire In A School Building:

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Sound the fire alarm to implement EVACUATION of the building.
- ☐ Immediately EVACUATE the school using the primary or alternate fire routes.
- ☐ Notify the Fire Department (call 911).

- ☐ Direct search and rescue team to be sure all students and personnel have left the building.
- ☐ Ensure that access roads are kept open for emergency vehicles.
- ☐ Notify District Office of situation.
- ☐ Notify appropriate utility company of suspected breaks in utility lines or pipes.
- ☐ If needed, notify bus dispatch for OFF-SITE EVACUATION.
- ☐ Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- ☐ EVACUATE students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- ☐ Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Power Outage / Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.

- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Shelter-In-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- **LISTEN.** Remain quiet to hear critical instructions from school officials.
-If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Bomb Threat

**Most likely, threats of a bomb or other explosive device
will be received by telephone.**

THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

- When will the bomb explode and where is the bomb located?
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call 9-1-1. Give the following information:
 - Your name -Your call-back phone number
 - Exact street location with the nearest cross street
 - Nature of incident
 - Number and location of people involved and/or injured
- Notify Superintendent's Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.

- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance

BOMB THREAT REPORT FORM

Lakeside Union School District

| | | | | | | | | | | |
|---|--|---|-----------------------------|-----------------|----------------|--|----------------|--|-----------------|--|
| School: Riverview International Academy (Riverview Campus 2-5) | | | Time Call Received: | | | Call Taken By: | | | | |
| Date: | | | Time Caller Hung Up: | | | Title: | | | | |
| | | | Caller ID Info (*69) | | | | | | | |
| Questions to Ask: | | Exact Wording of Threat: " <div style="text-align: right;">"</div> | | | | | | | | |
| 1. When will the bomb explode? | | Caller's Voice: (circle all that apply) | | | | Caller's Language: (circle all that apply) | | Background Sounds: (circle all that apply) | | |
| 2. Where is the bomb right now? | | Calm | Nasal | Deep Breathing | Cracking Voice | Well Spoken | Educated | Street Noises | Crocery | |
| 3. What does it look like? | | Angry | Stutter | Disguised | Accent | Foul | Message Taped? | Voices | PA System | |
| 4. What kind of bomb is it? | | Excited | Lisp | Serious | Used Slang | Message Read? | Young (child) | Music | House Noises | |
| 5. What will cause it to explode? | | Slow | Raspy | Incoherent | Joking | Young (adult) | Middle Aged | Motor | Office | |
| 6. Did you place the bomb? | | Rapid | Deep | Slurred | Distinct | Old | | Factory | Machinery | |
| 7. Why? | | Soft | Ragged | Clearing Throat | Normal | Caller Demographics (circle one) | | Animal Noises | Clear | |
| 8. How did the bomb get in the school? | | Loud | Laughter | Crying | Frightened | Male | Female | Unknown | Static Local | |
| 9. Where are you calling from? | | If voice is familiar, who did it sound like? | | | | Approximate Age: | | Long Distance | Cell Phone | |
| 10. What is your name, address, phone? | | Other Observations: | | | | | | | | |

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what their purpose is for being on campus.
- Advise intruder of the trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at brunch or lunch time:

- Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- Spread SHELTER IN PLACE or LOCKDOWN alarm throughout rest of school as appropriate.

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage: All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

Hostage Situation

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- ☐ Call 911. Provide all known essential details of the situation:

- Number of hostage takers and description

- Type of weapons being used

- Number and names of hostages

- Any demands or instructions the hostage taker has given

- Description of the area

- ☐ Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.

- ☐ Protect building occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both) for all or parts of the building.

- ☐ Secure exterior doors from outside access.

- ☐ When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.

- ☐ Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.

- ☐ Identify media staging area, if appropriate. Implement a hotline for parents.

- ☐ Account for students as they are evacuated.

- ☐ Provide recovery counseling for students and staff.

STAFF ACTIONS:

- ☐ If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.

- ☐ Alert the principal/site administrator.

- ☐ Account for all students.

Lockdown: Active Shooter

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the building. The concept of LOCKDOWN is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

LOCKDOWN is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire • Rabid animal at large • Extreme violence outside the classroom

LOCKDOWN differs from SHELTER-IN-PLACE because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example:

"Attention please. We have an emergency situation and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.

Call 911. Provide location, status of campus, all available details of situation.

When clearance is received from appropriate agencies, give the ALL CLEAR instruction to indicate that it is safe to unlock the doors and return to the normal class routine.

Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.

Immediately lock doors and instruct students to lie down on the floor.

Close any shades and/or blinds if it appears safe to do so.

Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

Move quickly and quietly to the closest safe classroom.

If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room.

Remain quiet until further instructions are provided by the principal or police.

Poisoning, Chemical Spills, Hazardous Materials

POISONING

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.

Provide list of potentially affected students and staff to responding authorities.

Provide staff with information on possible poisonous materials in the building.

Notify District Superintendent of situation and number of students and staff affected.

Confer with Department of Health and Human Services before the resumption of normal school activities.

Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- ☐ Notify principal/site administrator.
- ☐ Call the Poison Center Hotline 1-800-222-1222.
- ☐ Administer first aid as directed by poison information center.
- ☐ Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- ☐ Keep poisonous materials in a locked and secure location.
- ☐ Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- ☐ Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

ADDITIONAL STEPS FOR THE SCHOOL:

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place Protocol
- Secure the area (block points of entry)

- Identify the chemical and follow the procedures for that particular chemical.
- Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the Todd Owens with the following information:
 - Date, time, and exact location of the release or threatened release
 - Name and telephone number of person reporting
 - Type of chemical involved and the estimated quantity
 - Description of potential hazards presented by the spill
 - Document time and date notification made
 - Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have present, should the need arise
- Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
- If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at 619.390.2600. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Solvents
- Motor Oil
- Diesel Fuel
- Kerosene
- Anti-Freeze
- Airborne Gases/Fumes
- Lacquer Thinner

- Paint
- Agricultural Spray
- Paint Thinner
- Stain
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the Todd Owens

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if possible.

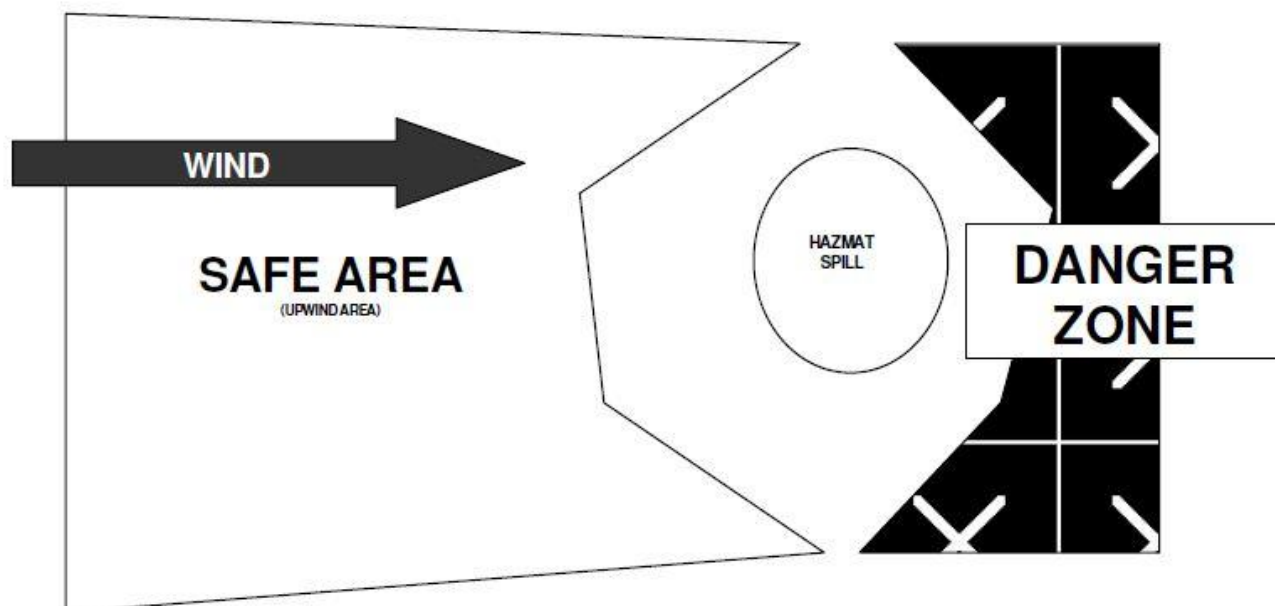
VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- Date, time, and exact location of the release
- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.



Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.

- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Medical Emergencies

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator

PRINCIPAL ACTIONS:

- Assess the victim - call 911 if appropriate
- Assign a staff member to meet rescue service and show them when the injured person is located
- Assemble emergency care and contact information of the injured person
- Monitor medical status of the injured person - even when taken to the hospital
- Assign a staff person to stay with the injured person - even if taken to the hospital
- Notify parents/guardian if the injured person is a student
- Advise staff of the situation, follow up with the parents
- Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

STAFF ACTIONS:

- ☐ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- ☐ Notify Principal/Site Administrator.
- ☐ Stay calm. Keep individual warm with a coat or blanket.
- ☐ Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- ☐ Do not give the individual anything to eat or drink.

OTHER EMERGENCY ACTIONS:

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage and Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

| TRIAGE Priorities | |
|-------------------------------------|--|
| Highest Priority - RED TAG | |
| 1. | Airway and breathing difficulties |
| 2. | Cardiac arrest |
| 3. | Uncontrolled or suspected severe bleeding |
| 4. | Severe head injuries |
| 5. | Severe medical problems |
| 6. | Open chest or abdominal wounds |
| 7. | Severe shock |
| Second Priority - YELLOW TAG | |
| 1. | Burns |
| 2. | Major multiple fractures |
| 3. | Back injuries with or without spinal cord damage |
| Third Priority - GREEN TAG | |
| 1. | Fractures or other injuries of a minor nature |
| Lowest Priority - BLACK | |
| 2. | Obviously mortal wounds where death appears reasonably certain |
| 3. | Obviously deceased |

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self and direct all patients who can walk to gather and remain in a safe place. Tag these people GREEN
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag BLACK (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag RED (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag RED
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess
- If patient cannot follow simple commands, tag RED
- If patient can follow simple commands, they will be tagged YELLOW or GREEN
- This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Suicide

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's

- | | |
|----------|--|
| Listen | to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance. |
| Observe | the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says. |
| Ask | whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is. |
| GET HELP | by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself. |
| STAY | with the person. Take the person to a CRT member and stay with that person for awhile. The person has placed trust in you, so you must help transfer that trust to the other person. |

Don'ts

- | | |
|-------|--|
| Don't | leave the person alone for even a minute. |
| Don't | act shocked or be sworn to secrecy. |
| Don't | underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden. |
| Don't | let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help. |
| Don't | take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person. |

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and call 9-1-1 for local emergency services.
Note: A casualty is a victim of an accident or disaster.
- Identify the problem and give the school address.
- Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- Determine if problem will continue or if it is over.
- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene.
- Contact Superintendent to determine need to send students home.

| PARAMEDIC TAG # | VICTIM NAME | STUDENT ID # | TIME OF DEPARTURE | Hospital |
|--------------------|-------------|-----------------|----------------------|----------|
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Signed _____ Date _____
Riverview International Academy (Riverview Campus 2-5) Comprehensive Safety Plan

Bio Terrorism

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- ☐ Notify principal.
- ☐ Move students away from immediate vicinity of danger (if outside, implement Take Cover).
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- ☐ Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate SHELTER IN PLACE.
- ☐ Shut off HVAC units.
- ☐ Move to central location where windows and doors can be sealed with duct tape.
- ☐ Call 911. Provide location and nature of the emergency and school actions taken.
- ☐ Notify District Superintendent of the situation.
- ☐ Turn on a battery-powered commercial radio and listen for instructions.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- ☐ Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- ☐ Notify principal or site administrator.
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- ☐ Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
- ☐ Follow standard student assembly, accounting and reporting procedures.
- ☐ Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger.
- ☐ Move up-wind from the potential danger.
- ☐ Call 911. Provide exact location and nature of emergency.
- ☐ Designate security team to isolate and restrict access to potentially contaminated areas.
- ☐ Wait for instructions from emergency responders-- Health or Fire Department.
- ☐ Notify District Superintendent of the situation.
- ☐ Arrange for immediate psychological counseling for students and staff.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- ☐ Wash affected areas with soap and water.
- ☐ Immediately remove and contain contaminated clothing
- ☐ Do not use bleach on potentially exposed skins.
- ☐ Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

ADDITIONAL INFORMATION:

Anthrax Threat

How to identify suspicious letters or packages:

Some characteristics of suspicious letters or packages include the following:

- Excessive postage
- Handwritten or poorly typed addresses
- Incorrect titles
- Title, but no name
- Misspellings of common words
- Oily stains, discolorations or odors
- No return address
- Excessive weight
- Lopsided or uneven envelop
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Visual distractions
- Ticking sound
- Marked with restrictive endorsements, such as "Personal" or "Confidential."
- Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax"

- Do not shake or empty the contents of any suspicious envelop or package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then leave the room and close the door, or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

- Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- Leave the room and close the door or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

- Turn off local fans or ventilation units in the area.

- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- Move upwind, uphill, upstream.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- Shut down air handling systems in the building if possible.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

INVENTORY

Riverview International Academy (Riverview Campus 2-5)
MPR

| Current Useable Inventory | | | Inventory Used by Mass Prophylaxis Center | |
|---------------------------|------------------|------------|---|----------|
| Date Inventory Taken: | | | Date Inventory Taken | |
| Description | Quantity on Hand | Check mark | Quantity Used | Comments |
| Paper Goods | | | | |
| Toilet Paper | | | | |
| Hand Towels | | | | |
| Sanitary Seat Covers | | | | |
| Other | | | | |
| Liquid Soap | | | | |
| Sanitary Supplies | | | | |
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The signatures of both school personnel & center Manager verifies materials used and will be reimbursed.

Lakeside Union School District Site Personnel Signature

Mass prophylaxis center Manager Signature

Date

Date

Incident Command System

Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called Management, Planning, Operations, Logistics, and Finance/Administration.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the Incident Commander or School Commander.

No one person should be supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under Operations, however.

Common terminology:

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known before a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording.

How ICS Functions

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- reduces the incidence of ineffective coordination and communications, and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

Primary Incident Command System Functions:

Incident/School Commander (The "leader")

The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Lakeside Union School District. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The "thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

Logistics Section (The "getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

Unified Command Structure

Unified Command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a

valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

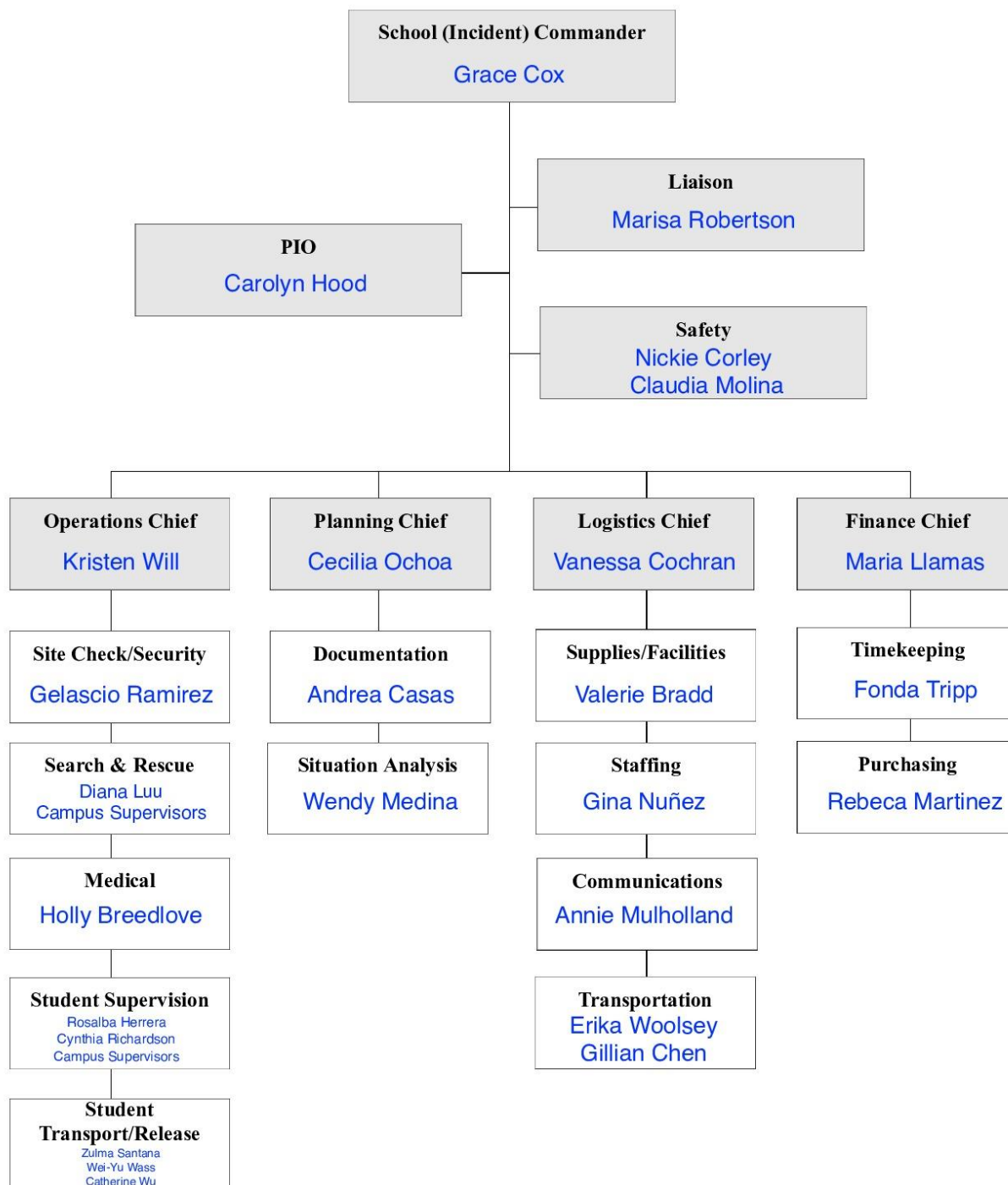
- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilitates

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

The following chart is an example of an Incident Command Structure.

Riverview International Academy (Riverview Campus 2-5) ICS TEAM



Staging Areas

Command Posts

Primary: Office

Secondary: MPR

Mass Care Centers

Primary: MPR

Secondary: K1/K2

Evacuation Centers

On Campus: MPR

Off Campus: Albertson Supermarket

Emergency Response Teams

| Operations | | |
|-----------------------------|------------------|---------------------------|
| Team | Team Leader: | Staff: |
| Incident Commander | Grace Cox | |
| Liaison | Marisa Robertson | |
| PIO | Carolyn Hood | |
| Safety | Nickie Corley | Claudia Monlina |
| Operations Chief | Kristen Will | |
| Site Check/Security | Gelascio Ramirez | |
| Search & Rescue | Diana Luu | Campus Supervisors |
| Medical | Holly Breedlove | |
| Student Supervision | Rosalba Herrera | Cynthia Richardson |
| Student Transport / Release | Zulma Santana | Wei-Yu Wass/ Catherine Wu |
| Planning Chief | Cecilia Ochoa | |
| Documentation | Andrea Casas | Gelascio Ramirez |
| Situation Analysis | Wendy Medina | |
| Logistic Chief | Vanessa Cochran | |
| Supplies/Facilities | Valerie Bradd | |
| Staffing | | |
| Communication | Annie Mulholland | |
| Transportation | Erika Woolsey | Gilian Chen |
| Finance Chief | Maria Llamas | |
| Timekeeping | Fonda Tripp | |
| Purchasing | Rebeca Martinez | |

Injury/Health Emergency

Student Staging Area Teams:

| Locations | Team Leader: | Staff: |
|---------------------------|---------------------|----------------------------|
| Operation Chief | Kristen Will | |
| Site Check/Security | Gelascio Ramirez | |
| Search & Rescue | Diana Luu | Campus supervisors |
| Medical | Holly Breedlove | |
| Student Supervision | Rosalba Herrera | Cynthia Richardson |
| Student Transport/Release | Zulma Santana | Wei-Yu Wass / Catherine Wu |

Planning

| Team | Team Leader: | Staff |
|--------------------|---------------|-------|
| Team Chief | Cecilia Ochoa | |
| Documentation | Andrea Casas | |
| Situation Analysis | Wendy Medina | |

Logistics

| Team | Team Leader: | Staff: |
|---------------------|------------------|--------------|
| Logistic Chief | Vanessa Cochran | |
| Supplies/Facilities | Valerie Bradd | |
| Staffing | | |
| Communication | Annie Mulholland | |
| Transportation | Erika Woolsey | Gillian Chen |

Finance

| Team | Team Leader: | Staff: |
|---------------|-----------------|--------|
| Finance Chief | Maria Llamas | |
| Timekeeping | Fonda Tripp | |
| Purchasing | Rebeca Martinez | |

District Emergency Directory

| Name | Phone Number |
|------------------|----------------|
| Todd Owens | (619) 507-9890 |
| Natalie Winspear | (619) 402-0605 |
| Lisa DeRosier | (619) 415-1367 |
| Andy Johnsen | (619) 592-9981 |
| Kim Reed | (619) 357-9902 |
| Erin Garcia | (619) 592-9315 |
| Stacy Coble | (619) 981-1600 |
| | (619) 592-6516 |
| Jim Rosa | (619) 675-5380 |
| Steve Mull | (619) 838-7511 |
| Jaime Gonzalez | (619)746-0148 |
| Staci Arnold | (619) 709-3062 |
| Nina Drammissi | (619) 249-5963 |
| Grace Cox | (760) 419-4610 |
| Leslie Hardiman | (619) 288-2580 |
| Tessa Green | (702) 461-0618 |
| Keith Keiper | (818) 522-7160 |

District Emergency Operations Center

District Emergency Operations Center

Emergency Operations Manager/Incident Commander: Natalie Winspear (Executive Director of Pupil Services)

Incident/School Commander (The "leader") is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Lakeside Union School District.

Command Staff

The Command Staff is responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Public Information Officer: Andy Johnsen

Safety Officers: Pam Fleming, Timaree Huson, Paty Fernandez

Emergency Operations Coordinator (coordinates response teams below): Erin Garcia

Emergency Response Teams

| Operations | | |
|--|--|-------------------------|
| | Team Leaders: Kim Reed and Todd Owens | Staff: Ed Services team |
| Communication with Sites | Kim | support |
| Resources to Sites | Todd | support |
| Coordinates transportation (student) | Todd | support |
| Implements plans for getting school running after events | Kim | support |

Operations Section (the "doers") are responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Emergency Communications

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a school:

Internal communications will be via:

- Public address systems
- Emails
- Message runner
- District telephone/emergency radio to administration offices

External communications will be via:

- The main communications network
- News bulletins, as needed, by appointed personnel only

Emergencies affecting two or more schools:

n-district communications will be via:

- Telephone, if operable
- District internal communications
- Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

Working with the news media:

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas.

Staff are to report any news media personnel that appear elsewhere on campus.

| Lakeside Union School District EOC Message Form | | | |
|--|--|---|---|
| Date | Priority (Circle one) <div style="display: flex; justify-content: space-around;"> EMERGENCY URGENT ROUTINE </div> <div style="display: flex; justify-content: space-around;"> (Life Threatened) (Property Threatened) (All Others) </div> | | |
| Time | | | |
| TO | Name _____ Title _____ Location _____ | FROM | Name _____ Title _____ Location _____ |
| Check One Take Action For Information Other _____ | | | |
| <u>Category</u> | <u>Number</u> | <u>Description</u> | |
| A. | # _____ | Fatalities | |
| B. | # _____ Minor | Injuries Minor: In need of First Aid attention only | |
| C. | # of Injured # _____ Major | Injuries (Ambulance) Major: Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock. Moderate: Burns, major multiple fractures, Back injuries with or without spinal cord damage | |
| D. | Circle one Major Moderate Minor | Property Damages Major damage: building collapse, building leaning, major ground movement causing large cracks in ground. Moderate damage: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines). Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows. | |
| E. | ___ Ambulance ___ PG&E ___ Other | Resources Needed ___ Other: (describe) | |
| Transmit only the data within the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate. | | | |
| Additional Information: | | | |
| Disposition: | | | |
| Action Requested By: (Name) | | Time Action provided: | |

Media Contact Information

| <u>Television Stations</u> | <u>Fax Numbers</u> | <u>Telephone</u> |
|----------------------------|--------------------|------------------|
| Contact the DO | | |
| <u>Radio Stations</u> | <u>Fax Numbers</u> | <u>Telephone</u> |
| Contact the DO | | |
| <u>Newspapers</u> | <u>Fax Numbers</u> | <u>Telephone</u> |
| Contact the DO | | |

Recovery

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, San Diego County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

| | | |
|----------------------------------|------------------------|----------------|
| Mental Support Resource Contact: | Dr. Patricia Fernandez | (619) 457-2033 |
| Social Support Resource Contact: | Dr. Patricia Fernandez | (619) 457-2033 |

Appendices

Riverview International Academy (Riverview Campus 2-5)
Safety Plan Annual Drill Report
2020 - 2021

| Date | Time | | Please place a check mark below for which drill has been completed. | | | | | Principal's Signature |
|------|-------|-----|---|------|------------|----------------|--------------|-----------------------|
| | Start | End | Radio Communications | Fire | Earthquake | Active Shooter | Other Drills | |
| | | | | | | | | |
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ANNUAL DISASTER SERVICE WORKER SURVEY
2020 - 2021

| General Information | | |
|---|--|---------------------------------------|
| 1. Name | | |
| 2. Position | | |
| 3. Location | | |
| 4. Work | | |
| 5. Home Phone | | |
| Specialized Skills | | |
| 1. Bilingual? | | If yes, Language(s): |
| 2. CPR Certified? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 3. First Aid Certified? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 4. CERT (Trained?) | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 5. Simple Triage/Rapid Assessment Trained? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| Personal Responsibilities | | |
| 1. Children? | | If yes, ages: |
| 2. Special Needs? | | If yes, please describe: |
| 3. Elderly parents? | | Comments: |
| 4. Pets? | | Comments: |
| 5. Other caregivers available? | | Comments: |
| 6. Other | | |
| In an Emergency -- Confidential | | |
| 1. Anything you want us to know? Special Needs? Medications? | | |
| 2. Other: | | |
| | | |

Homeland Security Advisory System



Homeland Security Advisory System (Adapted for San Diego County County)

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.

Threat Conditions and Recommended Protective Measures

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

**GREEN:
LOW RISK OF
TERRORIST ATTACK**

This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

General Measures

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for "Do Not Duplicate"
- Review and update the Emergency Call-in List.

**BLUE:
GENERAL RISK OF
TERRORIST ATTACK**

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
- Test your generator once per week.

**YELLOW
SIGNIFICANT RISK OF
TERRORIST ATTACK**

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
- Test your generator once per week.

**ORANGE
HIGH RISK OF
TERRORIST ATTACK**

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
- Be alert to parent, staff, student concerns to determine when/how to communicate.
- Communication should focus on reassurance that school is a safe place
 - Reminder - schools have existing safety plans
 - Reminder - schools practice their safety procedures
 - Reminder - schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student's fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites
- Test your generator once per week.

**RED:
SEVERE RISK OF
TERRORIST ATTACKS**

A Severe Condition reflects a severe risk of terrorist attacks. Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The San Diego County County Emergency Operations Center, will be occupied initially during the first 24 hours of a RED threat level. (Continued operation will be determined on an as-need basis.)

The San Diego County County Office of Education will provide staff at the San Diego County County Office of Emergency Operations Center to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail link to ACOE, telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the ALCO EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.
 - review communication guidelines under Orange Threat Level
 - reminder - In the event of a RED threat level, school districts have a direct communication link via amateur radio to the San Diego County County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.

- Consider canceling special events.
- Consider closing campuses, if necessary.
- Maintain close contact with your local Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

Location Specific Emergencies

Pandemic/Influenza

EMERGENCY RESPONSE

PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- Insure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).

- Practice "respiratory hygiene etiquette".
- Practice hand washing hygiene etiquette
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement online homework assignments so that students can stay home.

Lakeside Union School District

Lakeside Union School District
12335 Woodside Avenue Lakeside, CA
92040
Lakeside, CA, CA 92040

619.390.2600
619.561.7929
www.lsusd.net

SB 187

Comprehensive School Safety Plan Process & Templates

Winter Gardens School
8501 Pueblo Road Lakeside, California 92040
(619) 390-2687

2020-2021

PREFACE

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

It is NOT intended to be a "grab and go" guide in an actual emergency.

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SB 187: School Safety Plan

Introduction

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter. (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

- Child Abuse reporting procedures
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students

- Sexual Harassment Policy
- Safe ingress and egress to and from school
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Dress Code
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

IMPLEMENTATION OF PLAN

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the school library and the main offices.

School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294,1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)p>


Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:


- A representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives


The following template may be utilized as the cover signature sheet:

Winter Gardens School
Safety Plan Signature Page
~~2019-2020~~ 2020-21

The undersigned members of the Winter Gardens School School Safety Planning Committee certify that the requirements for the SB 187 Safety Plan have been met.


Principal


President, Winter Gardens School Council


Teachers Association Representative


Classified Association Representative


Parent Representative

Law Enforcement Representative

Annual Safety Goals

Winter Gardens School Safety Plan Goals 2020 - 2021

Goal: Complete Comprehensive Planning Through Environmental Design study in collaboration with the Sherriff's office by June 30, 2021. This will serve as baseline data and help our site to determine speciifc goals and actions for improved safety on our campus.

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting consistent with Penal Code 11164.
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A sexual harassment policy pursuant to Education Code 212.6
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing "gang related apparel," the provisions of that dress code.
- Routine and Emergency Disaster Procedures: -Emergency and Disaster Preparedness Plan -Fire Drills -Bomb Threats -Earthquake Emergency Procedure System - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students and/or parents notified that this policy exists?
- How are staff, students and/or parents notified relative to a specific incident?
- What staff/student training(s) have been completed?
- What additional trainings are needed?

Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

- Injury inflicted by another person
- Sexual Abuse
- Neglect of child's physical, health, and emotional needs.
- Unusual and willful cruelty; unjustifiable punishment.
- Unlawful corporal punishment.

2. Not Considered Child Abuse

- Mutual affray between minors
- Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For purposes of self-defense
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escapee

B. Mandated Child Abuse Reporting

- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:
The telephone call must be made immediately or as soon as practicably possible by telephone.
AND

A written report must be sent within 36 hours of the telephone call to the child protective agency.

- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
- When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
- The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
- This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

D. Child Abuse Reporting Number: 1.800.344.6000

E. Staff Training: ALL staff must complete annual Mandated Reporter Training

F. Board Policies:

Child abuse reporting procedures are detailed in LUSD Board Policies 5141.4. All LUSD Staff members follow Board Policy for Child Abuse reporting. All staff are trained annually on requirements for child abuse reporting as mandated reporters. Online training is provided by SDCOE JPA Learning Library. All staff must complete training within the first 6 weeks of the school year or within 6 weeks of employment (per Penal Code 11165.7)

Any school employee, who knows or reasonably suspects that a child has been a victim of child abuse or neglect shall report immediately or as soon as reasonably possible, by telephone, to child protective services using the CPS hotline. The employee shall follow up with the submission of Suspected Child Abuse Report form within 36 hours.

Board Policy:

Child Abuse Prevention: BP5141.4

The Governing Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse,

inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

(cf. 6143 - Courses of Study)

The Superintendent or designee shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 0450 - Comprehensive Safety Plan)

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect. The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Sexual Harassment Policy

A. DEFINITION

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:

- Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
- Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
- The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;
- The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Staff Training: All staff participate in mandatory annual sexual harassment training

C. Student Sexual Harassment Policy:

Lakeside Union School District and the Governing Board are committed to maintaining an educational environment that is free from harassment. Sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of the Civil Rights Act of 1972 and is prohibited by both federal and state laws. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation (BP 5145.7). Sexual harassment is defined in Education Code to mean unwelcome sexual advances; requests for sexual favors; or verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting. 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:

The Board believes that concerned stakeholders should always attempt to resolve their concerns at the level where the concern first started - rather than with the formal filing of a complaint with the person (as defined in this policy).

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

- Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

- Submission to or rejection of the conduct by a student is used as the basis for academic

decisions affecting the student

- The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment

- Submission to or rejection of the conduct by the student is used as the basis for any decision

affecting the student regarding benefits and services, honors, programs, or activities available

at or through any district program or activity

Unwelcome Conduct: Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

- Unwelcome leering, sexual flirtations or propositions
- Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading

descriptions

- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, notes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-gender class
- Massaging, grabbing, fondling, stroking or brushing the body

General Information Regarding Reports and/or Complaints of Sexual Harassment

Confidentiality: All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

Disciplinary Action: Anyone 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 and/or legal action. For students in grades 4 through 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.

Retaliation: The Board prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Filing a Report of Information Complaint of Discrimination, Harassment, Intimidation, or Bullying Based on Sex

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a

complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available, including counseling services. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

At any time during the process, students, parents, or guardians may contact the Title IX Coordinator to report or file an informal complaint directly with the district at:

Title IX Coordinator

Stacy Coble

Director, Human Resources

Lakeside Union School District

scoble@lsusd.net

12335 Woodside Avenue

Lakeside, CA 92040

(619) 390-2600

Filing a Formal or Uniform Complaint

Pursuant to BP 1312.3, the Board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures.

The Uniform Complaint may be mailed or filed at:

Human Resources Department

Lakeside Union School District

12335 Woodside Avenue

Lakeside, CA 90240

D. Board Policies related to Sexual Harrassment:

Board Policy 0410: Nondiscrimination in District Programs

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf.1240 - Volunteer Assistance)

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4033 - Lactation Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)
(cf. 6178 - Career Technical Education)
(cf. 6200 - Adult Education)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, application form, or other recruitment materials distributed to these groups.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4031 - Complaints Concerning Discrimination in Employment)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

Access for Individuals with Disabilities

(cf. 3540 - Transportation)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5145.13 - Response to Immigration Enforcement)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

(cf. 1330 - Use of Facilities)

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

Access for Individuals with Disabilities

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations.

When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

(cf. 6163.2 - Animals At School)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

(cf. 6020 - Parent Involvement)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator.

He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

ASSISTANT SUPERINTENDENT, ED SERVICES

12335 Woodside Avenue, Lakeside, CA 92040

(619) 390-2608

kreed@lsusd.net

Board Policy 5145.3 Students: Nondiscrimination and Harassment

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed

to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1330 - Use of Facilities)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

Board Policy 5145.7 Students: Sexual Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment 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 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 a district compliance officer.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate 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 of the harassment 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

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to 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.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

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 district schools.

(cf. 3580 - District Records)

Administrative Regulations

Administrative Regulations 5145.31 Students: Non-Discrimination For Students and Employees

This regulation is meant to advise school site staff and administration regarding transgender and gender non-conforming student concerns in order to create a safe learning environment for all students, and to ensure that every student has equal access to all components of their educational program.

Confirmation of a student's asserted gender identity will be in consultation with the student and parent or guardian with educational rights. The District recognizes that the person best situated to determine a student's gender identity is the student himself or herself. A school should accept a student's assertion of his or her gender identity in consultation with a parent, where there is

consistent and uniform assertion of the gender-related identity, and any other evidence that the gender-related identity is sincerely held as part of the person's core identity. If a student's gender-related identity, appearance, or behavior meets the standard, the only circumstance in which a school may question a student's asserted gender identity is where the school personnel have a credible basis for believing that the student's gender-related identity is being asserted for an improper purpose.

The California Education Code states that "all pupils have the right to participate fully in the educational process, free from discrimination and harassment." (Cal. Ed. Code Section 201(a).) Section 220 of the Education Code provides that no person shall be subject to discrimination on the basis of gender in any program or activity conducted by an educational institution that receives or benefits from state financial assistance.

The Code further provides that public schools have an affirmative obligation to combat sexism and other forms of bias, and a responsibility to provide equal educational opportunity to all pupils. (Cal. Ed Code Section 201(b).)

The CCR similarly provides that "No person shall be excluded from participation in or denied the benefits of any local agency's program or activity on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity conducted by an 'educational institution' or any other 'local agency'. . . that receives or benefits from any state financial assistance." (5 CCR Section 4900(a).)

The California Code of Regulations defines "gender" as: "a person's actual sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth." (5 CCR Section 4910(k).) The Board Policy prohibits gender-based harassment. It requires that "All educational programs, activities and employment practices shall be conducted without discrimination based on . . . sex, sexual orientation, [or] gender identity."

Therefore, transgender and gender non-conforming students must be protected from discrimination and harassment in the public school system. Staff must respond appropriately to ensure that schools are free from any such discrimination or harassment.

Official Records and Confidentiality

The District is required to maintain a mandatory permanent pupil record which includes the legal name of the pupil, as well as the pupil's gender. (5 Cal. Code Reg. 432(b)(1)(A). (D).)

The District shall change a student's official records to reflect a change in legal name or gender upon receipt of documentation that such legal name and/or gender have been changed pursuant to California legal requirements. Students are not required to obtain a court ordered name and/or gender change or to change their official records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

The former name and gender identity of a student shall be kept confidential. Schools shall create a procedure for keeping the student records with the former gender identity confidential, where possible.

The school shall set a procedure to update name changes and gender markers in the school's system upon request.

Access to Restrooms and Locker Rooms

All students are entitled to have access to restrooms, locker rooms and changing facilities that are sanitary, safe, and adequate, so they can comfortably and fully engage in their school program and activities. Transgender students shall not be forced to use the locker room and restroom corresponding to their gender assigned at birth. In meeting with the transgender/gender non-confirming student (and parent), it is essential that the principal and student address the student's access to the restrooms, locker room and changing facility.

Each situation needs to be reviewed and addressed based on the particular circumstances of the student and the school facilities. In all cases, the principal should be clear with the student (and parent) that the student may access the restroom, locker room, and changing facility that corresponds to the student's gender identity. All students with privacy concerns will be provided with a safe and adequate alternative, based on availability and appropriateness to address privacy concerns, such as:

1. Use of a private area in the public area (i.e., a bathroom stall with a door, an area separated by a curtain or screen, a PE instructor's office in the locker room);
2. A separate changing schedule (either utilizing the locker room before or after the other students); or
3. Use of a nearby private area (i.e., a nearby restroom, a unisex restroom, or a nurse's office).

Physical Education and Intramural and Interscholastic Activities

Transgender students shall

not be denied the opportunity to participate in physical education, nor shall they be forced to have physical education outside of the assigned class time.

Where there are sex-segregated classes or athletic activities, all students must be allowed to participate in a manner consistent with their gender identity. The California Interscholastic Federation (CIF) has provided bylaws stating that all students should have the opportunity to participate in CIF activities in a manner consistent with their gender identity. The District will provide athletic opportunities consistent with the gender identity of each student.

Whenever students are separated by gender in school activities, or subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such rule, policy, or practice consistent with their gender identity.

Names/Pronouns

Students shall have the right to be addressed by a name and pronoun corresponding to their gender identity that is consistently and uniformly asserted at school. This directive does not prohibit inadvertent slips or honest mistakes, but it does apply to an intentional and persistent refusal to respect a student's gender identity. The requested name shall be included in the school's data retention system in addition to the student's legal name, in order to inform teachers of the name and pronoun to use when addressing the student.

To create a safe and supportive environment for the student, the school shall engage the student and parent with respect to name and pronoun use, and agree on a plan to initiate that name and pronoun use within the school.

Dress Code

Generally, students should be permitted to participate in gender-segregated recreational gym class activities and sports in accordance with the student's gender identity that is consistently and uniformly asserted at school. Participation in competitive athletic activities and contact sports will be resolved on a case by case basis.

School sites can enforce dress codes that are adopted pursuant to Education Code 35291. Students shall have the right to dress in accordance with their gender identity that is exclusively and consistently asserted at school, within the constraints of the dress codes adopted at their school site. This regulation does not limit a student's right to dress in accordance with the school dress code policy.

Parent Notification

School Administration will respect the privacy of students who discuss the issue of their gender identity with school personnel. There will be parent notification upon official request by the student to change their gender identity of record.

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: December 12, 2013 Lakeside, California

Administrative Regulations 4031 Personnel: Complaints Concerning Discrimination in Employment

Complaint Procedure

Any complaint by an employee or job applicant alleging discrimination or harassment shall be addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: Any employee or job applicant (the "complainant") who believes he/she has been subjected to prohibited discrimination or harassment shall promptly inform his/her supervisor, the district's Coordinator for Nondiscrimination in Employment, or the Superintendent.

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the Coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

2. Investigation Process: The Coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five school days of receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The Coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The Coordinator shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

If the Coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the Coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

When necessary to carry out his/her investigation or to protect employee or student safety, the Coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The Coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The Coordinator shall ensure that such interim measures do not constitute retaliation.

3. Written Report on Findings and Corrective Action: No more than 30 days after receiving the complaint, the Coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator shall notify the complainant and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

The report shall be presented to the complainant, the person accused, and the Superintendent or designee.

4. Appeal to the Governing Board: The complainant or the person accused may appeal any findings to the Board within 10 working days of receiving the written report of the Coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 working days.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 9321 - Closed Session Purposes and Agendas)

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may also file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960 (Government Code 12960)

2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)

3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

Administrative Regulations 5145.3 Students: Nondiscrimination and Harassment

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including

Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent
12335 Woodside Avenue
Lakeside, CA 92040
(619) 390-2608

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.

(cf. 5145.6 - Parental Notifications)

4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so.

(Education Code 234.1)

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity

2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As

appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's

assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity,

without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress Code)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

revised: April 16, 2015

Definitions

Prohibited

sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.

2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.

3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.

4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. Such training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position.

(Government Code 12950.1)

A supervisory employee is any employee with the authority to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or to effectively recommend such action.

The district's sexual harassment training and education program for supervisory employees shall include the provision of (Government Code 12950.1; 2 CCR 7288.0):

1. Information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment.
2. Practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation.
3. A component on the prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance
4. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
5. All other contents of mandated training specified in 2 CCR 11023

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
 2. The definition of sexual harassment under applicable state and federal law
 3. A description of sexual harassment, with examples
 4. The district's complaint process available to the employee
- (cf. 4031 - Complaints Concerning Discrimination in Employment)
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
 6. Directions on how to contact DFEH and the EEOC
 7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 12, 2012 Lakeside, California

revised: February 11, 2016

Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school or private property.
- Possessed or used 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.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit sexual assault.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be

suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period, whether on or off the campus.
- During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

- Causing serious physical injury to another person, except in self-defense.
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- Unlawful possession of any controlled substance, as defined under Ed. Code.
- Robbery or extortion.
- Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance as defined by Education Code.
- Committing or attempting to commit a sexual assault as defined in the Education Code.

Board Policies:

AR 5144 Students

Discipline

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques

whenever possible. In addition, discipline shall be used in a manner that corrects student behavior without intentionally creating an adverse effect on student learning or health.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5136 - Gangs)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.5 - Student Success Teams)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Board Policy 5144.1: Suspension And Expulsion/Due Process

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law, in policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
 2. While going to or coming from school
 3. During the lunch period, whether on or off the school campus
- (cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension

shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 1020 - Youth Services)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in public an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

AR 5144.1 Students Suspension And Expulsion/Due Process Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be subject to suspension or expulsion shall be only those as follows:

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(a) and (t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Knowingly received stolen school property or private property. (Education Code 48900(l))

12. Possessed an imitation firearm. (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

Hazing means a method of initiation or preinitiation into a student 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 or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability

to participate in or benefit from the services, activities, or privileges provided by a school.
(Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability.
(Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property

damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

A teacher may not suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any other acts specified Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal, or Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal, may in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

(cf. 5125 - Student Records)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

(cf. 5125 - Student Records)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school

for the purpose of the conference the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

b. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

c. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion": Grades K-12 and "Additional Grounds for Suspension and Expulsion Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an expellable offence above under "Grounds for Suspension and Expulsion", the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment.

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that another student's privacy rights are not violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued

in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of

the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and be permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with parent/guardian and district staff, including the student's teachers, and with the student's parent/guardian regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel, or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session

or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #19-21 under "Grounds for Suspension and Expulsion: Grades K-12 and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees.
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record, and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

AR 5144.2 Students

Suspension And Expulsion/Due Process (Students With Disabilities)

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
(cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530) The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530) (cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Our students would evacuate to the playground field or use the MPR if we needed an indoor location.

Off-Campus Evacuation/Assembly Location

If there is a need to walk to an evacuation site, our school will walk together to the parking lot of Wing Mix. If our students could be bused out of our school, then we would evacuate to Riverview Elementary School.

Primary Off-Site Evacuation/Assembly Location

Organization: Wing Mix Parking Lot
Address: 12016-12000 Short St, Lakeside, CA 92040
Contact: Manager
Phone Number: 619-443-0995
Date of Agreement: February 14, 2020

Organization: Riverview School
Address: 9308 Winter Gardens Blvd, Lakeside, Ca 92040
Contact: Principal (Grace Cox)
Phone Number: 619-390-2662
Date of Agreement: February 14, 2020

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

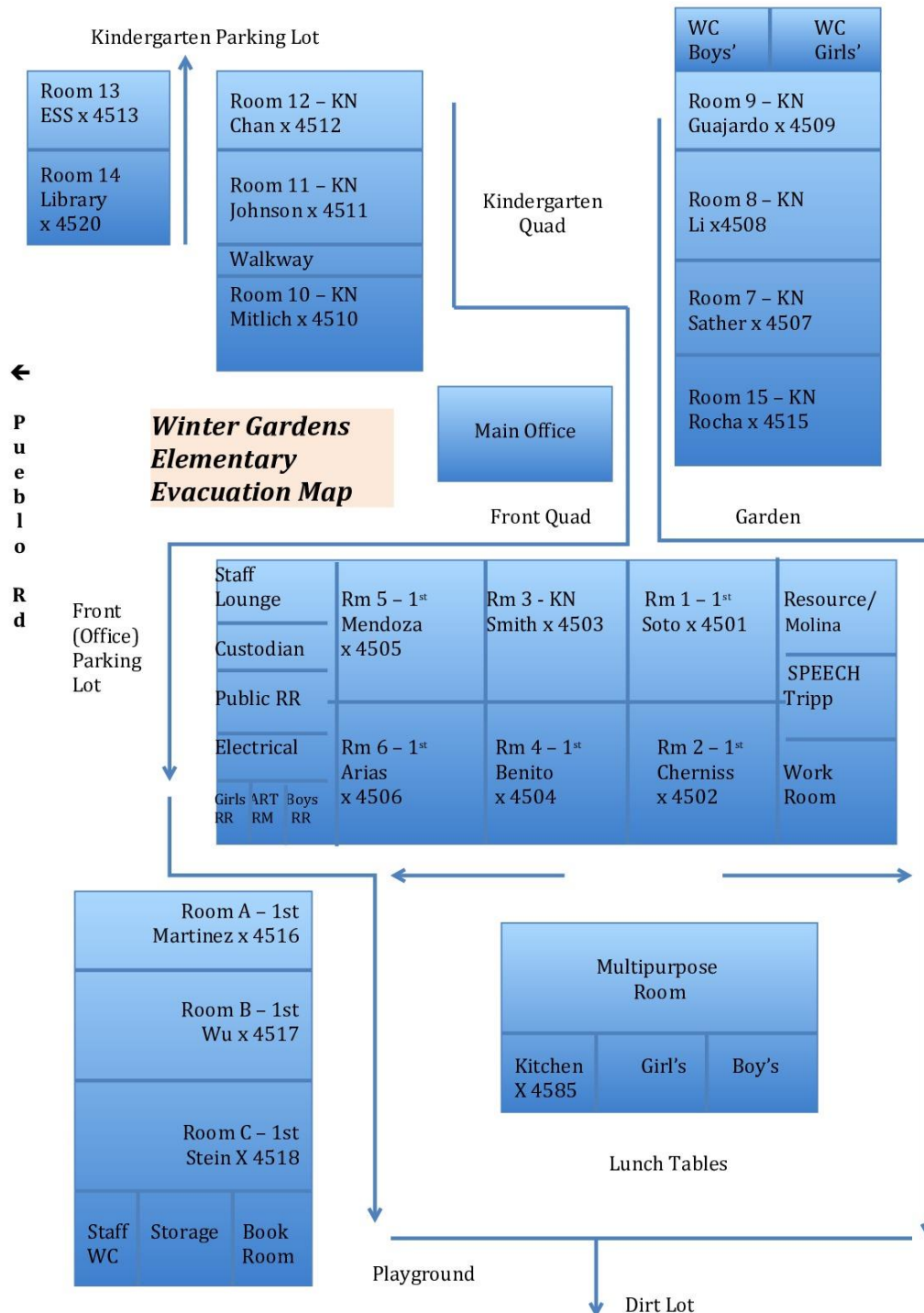
C. Staff Training

Our staff has training at the beginning of the year but continue to have discussions during staff meetings to address safety and security monthly.

Daily Ingress/Egress Routes



Emergency Evacuation Routes



School Discipline

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

- Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training:

Staff are trained to use a progressive discipline flow-chart so that all students and adults are safe. Office Referrals are turned in for students who need to be addressed but teachers are also made aware of circumstances when the office needs to be contacted immediately.

D. Board Policies:

BP5144 Discipline:

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5131 - Conduct)

(cf. 5131.14 - Bus Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools.

The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

(cf. 5131.41 - Use of Seclusion and Restraint)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct

occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district school, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

AR 5144

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians

2. Teachers

3. School administrators

4. School security personnel, if any

(cf. 3515.3 - District Police/Security Department)

5. For junior high, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians

(cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

5. Enrollment in a program for teaching prosocial behavior or anger management

6. Participation in a restorative justice program

7. A positive behavior support approach with tiered interventions that occur during the school day on campus

8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

11. Recess restriction as provided in the section below entitled "Recess Restriction"

12. Detention after school hours as provided in the section below entitled "Detention After School"

13. Community service as provided in the section below entitled "Community Service"

14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Cocurricular Activities)

15. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Recess Restriction

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. The student's teacher shall inform the principal of any recess restrictions imposed.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours, on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

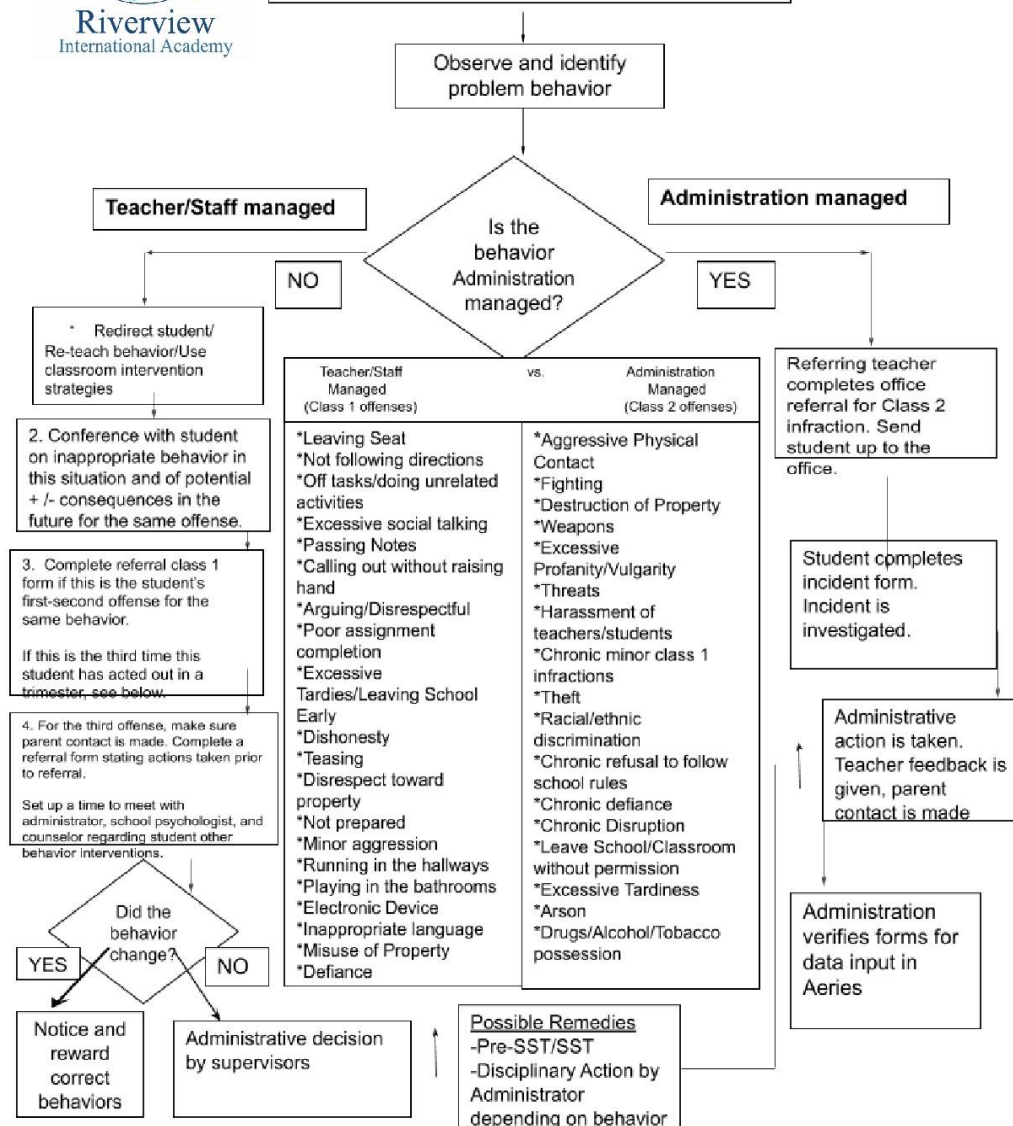
Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

revised: June 27, 2019



Riverview International Academy **Behavior Management Flow Chart**





Procedures for Correcting Rule Violations

| Level 1 Violation-Teacher/Staff Managed | | | Rewards for Behavior Change |
|---|---|--|---|
| <p>Behaviors that:</p> <ol style="list-style-type: none"> <u>Do not</u> require administrator involvement Are not more than a minor disruption to the learning environment Are not chronic Are low severity and low frequency | <ul style="list-style-type: none"> passive non-compliance/not following directions crying or whining using inappropriate level of voice coming unprepared to class talk outs/chatting not paying attention in class using inappropriate language (not directed towards a person) wearing hats/hoods inside gum | <ol style="list-style-type: none"> Inform student of rule violated Describe expected behavior Corrective Menu: <i>Redirect to task</i> <i>Reteach</i> <i>Differential Reinforcement (ignoring neg. behavior, but reinforcing what you want)</i> <i>Nonverbal cue to task</i> <i>Notice</i> <i>Hand on shoulder</i> <i>Proximity</i> <i>Thank you for (desired behavior)</i> <i>Recovery Period</i> <i>Provide Choice</i> These behaviors may be documented using an Office Referral Form. | <ul style="list-style-type: none"> Wink, thumbs up, smile Work with a friend Positive phone call Helper Extra computer time Homework pass Preferential seating |

| Definition | Examples | Procedures | Rewards for Behavior Change |
|--|--|--|--|
| <p>Behaviors that:</p> <ol style="list-style-type: none"> Are a moderate disruption to the learning environment May require administrative involvement | <ul style="list-style-type: none"> active defiance & actively refusing to follow directions arguing with teacher/talking back/insubordination frequent talking out of turn Inappropriate language or gestures directed at a person(s) Academic dishonesty Minor physical contact | <ol style="list-style-type: none"> Complete Office Referral Form Parent Contact Encouraged (Level 2) Correction Menu: <i>Conference</i> <i>Reteach w/overcorrection</i> <i>Restate direction + consequences</i> <i>Change seating</i> <i>Modify assignment, etc.</i> <i>Arrange for Role Playing</i> <i>Restrict Privileges</i> <i>Increase group/individual</i> | <ul style="list-style-type: none"> Meet with the principal/VP Extra time doing a preferred activity Positive card or letter sent home Featured in PBIS video/skit Assist younger students Food coupons |



| | | | |
|--------------------------|---|---|---|
| ic z (more ies) | <ul style="list-style-type: none"> • Dress code • Several tardies • Property misuse • Electronics violation | <i>teaching time</i> <i>Behavior Contract</i> <i>Fill out an office "Time to Think Sheet"</i> | <ul style="list-style-type: none"> • Lunch with preferred individual |
|--------------------------|---|---|---|

| Definition | Examples | Procedures |
|---|--|---|
| Behaviors that: 1. Pose a Danger to Themselves and/or Others. <i>or</i> 2. Are Illegal. <i>or</i> 3. Are a Major Disruption to the Learning Environment <i>or</i> 4. Are Chrt Two B | <ul style="list-style-type: none"> • possessing weapon or look-alike weapon • drugs, alcohol, and/or tobacco • student makes a specific and credible (target/method/means) threat to others • purposefully hitting a teacher or student • throwing potentially dangerous objects at others • self-inflicting wounds • spitting or biting • racial, ethnic, religious, or sexual harassment • bullying | 1. Complete Office Referral (send with student) 2. Contact Office Immediately 3. Student Escorted by Adult 4. Parent Contact/Teacher Feedback 6. Administrative Options include: <ul style="list-style-type: none"> • Pre-SST • Suspension <ul style="list-style-type: none"> ○ In school ○ Out of School ○ Off the bus ○ Saturday School ○ Recess/Lunch • Detention |
| Level 2 Violation-Teacher/Staff Managed | | |
| | permanent damage <ul style="list-style-type: none"> • Any act of fire starting or arson • Stealing | |
| Level 3 Violation-Administration Manages | | |

Lakeside Union School District

Uniform Discipline Policy (Elementary Level)

Consequences may vary depending on frequency and severity of the incident(s) as well as discipline history.
Parent Conference, Restorative Justice and Other Means of Correction Pre/post Incident as Appropriate.

| Infractions Ed Code 48900 (a) to (o) | First Incident | Second Incident | Third Incident |
|--|--|--|--|
| (a)(1) Caused, Attempted, or Threatened to Cause Physical Injury to Another Student That is Substantive | Threat assessment; Up to 2-days suspension | Threat assessment; Up to 3-days suspension | Threat assessment; Up to 5-days suspension; possible expulsion |
| (a) Kicking, Pushing or Shoving (No Injury) | Site consequence(s) | Site consequence(s) | Site consequence(s); Up to 2-days suspension |
| (b) Possessed, Sold Or Furnished Any Firearm, Or Explosive | 5-days suspension; threat assessment, police report; and possible expulsion | | |
| (b) Possessed, Sold Or Furnished Any Knife Or Dangerous Object | Threat assessment; Up to 3-days suspension | Threat assessment; Up to 4-days suspension | Threat assessment; 5-days suspension; police report; possible expulsion |
| 48915(c) Brandishing a Knife | 5-days suspension; threat assessment, police report; and expulsion | | |
| (c) Possessed, Used, Furnished, or Been Under The Influence of Any Controlled Substance or Alcohol. | Up to 3-days suspension; possible police report | Up to 5-days suspension; possible police report | Up to 5-days suspension; possible police report; possible expulsion |
| (d) Sold, Offered, Arranged or Negotiated to Sell Any Controlled Substance | 5-days suspension; police report; and expulsion | | |
| (f) Caused or Attempted to Cause Damage to School Property or Private Property | Restorative justice; site consequence(s); and/or up to 5-days suspension; possible police report | Restorative justice; site consequence(s); and/or up to 5-days suspension; possible police report | Restorative justice; site consequence(s); up to 5-days suspension; police report; possible expulsion |
| (g) Stolen or Attempted to Steal School Property or Private Property | Restorative justice; site consequences; and/or up to 2-days suspension; possible police report | Restorative justice; site consequences; and/or up to 3-days suspension; possible police report | Restorative justice; site consequences; and up to 5-days suspension; possible police report |
| (h) Possessed or Used Tobacco, or Any Products Containing Tobacco or Nicotine (Hookah Pens) | Site consequence; up to 2-days suspension | Site consequence; up to 3-days suspension | Site consequence; up to 5-days suspension; and possible expulsion |
| (i) Committed An Obscene Act or Verbal Assault Toward School Authority or Engaged in Habitual Profanity or Vulgarity | Restorative justice; site consequence(s); up to 1 day suspension | Restorative justice; site consequence(s); up to 2-days suspension | Restorative justice; site consequence(s); up to 3-days suspension |
| (k) Disrupted School Activities Or Willfully Defied The Valid Authority Of School Officials. | Site consequence(s) [K-5 th] | Site consequence(s) [K-5 th]; up to 1 day suspension [4 th or 5 th only] | Site consequence(s) [K-5 th]; up to 2 day suspension [4 th or 5 th only] |
| (r) Harassing, Intimidation or Bullying | Restorative justice; Site consequence(s) | Restorative justice; Site consequence(s); up to 1 day suspension | Restorative justice; Site consequence(s); up to 2-days suspension |
| 48900.2 Sexual Harassment | Restorative justice; Site consequence(s); up to 2-days suspension | Restorative justice; Site consequence(s); up to 3-days suspension | Restorative justice; Site consequence(s); up to 5-days suspension |
| 48900.3 Hate Motivated Behavior: race, sexual orientation, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation | Restorative justice; Site consequence(s) | Restorative justice; Site consequence(s); up to 2 days suspension | Restorative justice; Site consequence(s); up to 5 days suspension |

Last Revised: 9/30/14

(Internal Use Only)

| Lakeside Union School District Uniform Discipline Policy (Elementary Level) Consequences may vary depending on frequency and severity of the incident(s) as well as discipline history. Parent Conference, Restorative Justice and Other Means of Correction Pre/post Incident as Appropriate. | | | |
|---|---|--|--|
| Minor/Lesser Infractions | First Incident | Second Incident | Third Incident |
| Argument (No Contact) | <ul style="list-style-type: none"> Site consequence(s) Restorative justice Parent contact or Classroom visit Referral to school counselor Community service/Service learning | Restorative justice; Site consequence(s); up to 1 day suspension | Restorative justice; Site consequence(s); up to 2-days suspension |
| False Fire Alarms | | Restorative Justice; Site consequence(s); up to 1 day suspension | Restorative justice; Site consequence(s); up to 1 day suspension; referral to Burn Institute |
| Cheating/Plagiarism | | Zero on assignment; Site consequence(s) | Zero on assignment; Site consequence(s) |
| Misuse Of Electronic Devices | Sample site consequences: Saturday School | Confiscation/Parent pick-up; Limited use | Confiscation/Warning; Device(s) banned from school |
| Cutting Class Or Out Of Class | Lunch or After School Detention | Site Consequence(s); Saturday School | Site Consequence(s); Saturday School |
| Riding Bikes Or Skateboards On Campus | Referral to Principal/AP | Confiscation | Confiscation; Saturday School. |
| Forgery of Any Kind | Referral to School Counselor | Saturday School | 1-day suspension |
| Gambling | Referral to Community Based Services | Site consequence(s); Saturday School | Site consequence(s); Saturday School; up to 1 day suspension |
| Display of Gang-Related or Affiliated Symbols | Restitution | Restorative justice; Site consequence(s); Parent conference | Restorative justice; Site consequence(s); Parent conference |
| Dress Code Violations | Move to Another Classroom | Site consequence(s) | Site consequence(s); Parent conference |
| Kicking, Pushing Or Shoving (No Injury) | Conflict Mediation/No Contact Contract | Restorative justice; up to 1 day suspension | Restorative justice; up to 2-days suspension |
| Students Identified Inciting Conflicts Or Fights: Running To & Photographing A Fight, Continued Presence At A Fight, Verbal Encouragement Of A Fight And Instigating A Fight (this includes verbal provocation or instigating a disruption) | Bus walker ESS suspension; etc. | Restorative justice; up to 1 day suspension | Restorative justice; up to 2-days suspension |
| Defiance/Disruption (Not suspendable under K) | | Site consequence(s) | Site consequence(s); Parent conference |
| No Show to Detention, Saturday School, or Office After Referral | | Site consequence(s) | Site consequence(s); Parent conference |
| Suspended Student on School Grounds or at School Activity | | Up to 2-days suspension; possible police report | Up to 2-days suspension; possible police report |
| Off Campus/Out of Bounds | | Site consequence(s) | Site consequence(s); Parent conference |
| Last Revised: 9/30/14 | | (Internal Use Only) | |

Lakeside Union School District

Uniform Discipline Policy (Elementary Level)

Consequences may vary depending on frequency and severity of the incident(s) as well as discipline history.
Parent Conference, Restorative Justice and Other Means of Correction Pre/post Incident as Appropriate.

| | | | |
|--|--|---|--|
| Unsafe Behavior (running, throwing objects, horseplay, spitting, etc.) | | Site consequence(s); up to 1 day suspension | Site consequence(s); up to 2-days suspension |
| Bringing Inappropriate/Unsafe Items to School | | Site consequence(s); up to 1 day suspension | Site consequence(s); up to 2-days suspension |
| Displaying Inappropriate Affection | | Site consequence(s) | Site consequence(s); parent conference |

Last Revised: 9/30/14

(Internal Use Only)

Dress Code

A. Board Policies:

BP 5132 Students

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide.

(Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

AR 5132 Students

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Uniforms

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting.

(Education Code 35183)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

B. Staff Training

Staff are trained to use a progressive discipline flow-chart in regards to dress code violations so that all students and adults are safe. Office Referrals are turned in for students who need to be addressed but teachers are also made aware of circumstances when the office needs to be contacted immediately.

Routine and Emergency Disaster Procedures: Drills

Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
(Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools.

(Code of Regulations, Title 5, Section 550)

- Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
- Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- Evacuation areas will be established away from fire lanes.
- Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
- The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

- The Fire Alarm can be heard by all staff and students.
- Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
- Evacuation areas will be established away from fire lanes.
- Teachers and students are staged in an orderly fashion away from fire lanes.
- Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
- Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Active Shooter/Lockdown Drills

LUSD does not conduct active shooter lockdown drills. Lockdown drills in general are permitted and local law enforcement is availalbe to be on campus to evaluate our lockdown drills.

Active Shooter Drill Assessment Sheet

Team Member _____ Building _____

| Room | Door Barricade | Windows Covered | Lights | Interior Barricade | Teacher/ Students behind Barricade | PE at Gates | All Clear Code | Evacuation Yes/No |
|------|----------------|-----------------|--------|--------------------|------------------------------------|-------------|----------------|-------------------|
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Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Lakeside Union School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References - State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service 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 county, city, city and county, state agency or public district, excluding aliens legally employed.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A disaster is defined as sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a

flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

EMERGENCY RESPONSE:

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.

Send search and rescue team to look for trapped students and staff.

Post guards a safe distance away from building entrances to assure no one re-enters.

Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.

Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.

☐ Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

☐ Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.

☐ Check for injuries, and render First Aid.

☐ After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.

☐ Check attendance at the assembly area. Report any missing students to principal/site administrator.

☐ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

☐ Stay alert for aftershocks

☐ Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

☐ Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.

☐ After shaking stops, check for injuries, and render first aid.

☐ Check attendance. Report any missing students to principal/site administrator.

☐ Stay alert for aftershocks.

☐ Keep a safe distance from any downed power lines

☐ Do NOT re-enter building until it is determined to be safe.

☐ Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

☐ Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.

☐ Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.

☐ Notify fire department and utility company of suspected breaks in utility lines or pipes.

☐ If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.

☐ Notify District Office, who will inform public information media as appropriate.

ADDITIONAL STEPS FOR THE SCHOOL:

| <u>Earthquake Size Descriptions</u> | | |
|--|--------------------------|--------------------------|
| Descriptive Title | Richter Magnitude | Intensity Effects |

| <u>Earthquake Size Descriptions</u> | | |
|--|--------------------------|---|
| Descriptive Title | Richter Magnitude | Intensity Effects |
| Minor Earthquake | 1 to 3.9 | Only observed instrumentally or felt only near the epicenter. |
| Small Earthquake | 4 to 5.9 | Surface fault movement is small or does not occur. Felt distances of up to 20 or 30 miles from the epicenter. May cause damage. |
| Moderate Earthquake | 6 to 6.9 | Moderate to severe earthquake range; fault rupture probable. |
| Major Earthquake | 7 to 7.9 | Landslides, liquefaction and ground failure triggered by shock waves. |
| Great Earthquake | 8 to 8+ | Damage extends over a broad area, depending on magnitude and other factors. |

Levels of Response

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with LUSD to respond. The affected Cities and the County of San Diego will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Diego County will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

District and Parent Responsibilities for Students

DISTRICT RESPONSIBILITY

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

- Until regular dismissal time and released only then if it is considered safe, OR
- Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
 - a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
 - b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

Emergency Response Procedures

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

- Fire
- Peacetime Bomb Threat
- Chemical Accident
- Explosion or Threat of an Explosion
- Following an Earthquake
- Other similar occurrences that might make the building uninhabitable
- At the onset of an Active Shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

- Severe Windstorm (short warning)
- Biological or Chemical Threat

- Sniper Attack
- Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- Inside school buildings
 - Immediately TAKE COVER under desks or tables and turn away from all windows
 - Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
- Outside of School Buildings
 - Earthquake: move away from buildings
 - Take a protective position, if possible
- Explosion/Nuclear Attack:
 - Take protective position, OR,
 - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious route

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Earthquake

DROP, COVER, AND HOLD

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of

aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Near A School Building:

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Determine if EVACUATION of school site is necessary.
- ☐ Contact local fire department (call 911) to determine the correct action for your school site.
- ☐ If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION.
- ☐ Direct inspection of premises to assure that all students and personnel have left the building.
- ☐ Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- ☐ Monitor radio station for information.
- ☐ Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- ☐ If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- ☐ Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- ☐ Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

Fire In A School Building:

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Sound the fire alarm to implement EVACUATION of the building.
- ☐ Immediately EVACUATE the school using the primary or alternate fire routes.
- ☐ Notify the Fire Department (call 911).

- ☐ Direct search and rescue team to be sure all students and personnel have left the building.
- ☐ Ensure that access roads are kept open for emergency vehicles.
- ☐ Notify District Office of situation.
- ☐ Notify appropriate utility company of suspected breaks in utility lines or pipes.
- ☐ If needed, notify bus dispatch for OFF-SITE EVACUATION.
- ☐ Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- ☐ EVACUATE students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- ☐ Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Power Outage / Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.

- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Shelter-In-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- **LISTEN.** Remain quiet to hear critical instructions from school officials.
-If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Bomb Threat

**Most likely, threats of a bomb or other explosive device
will be received by telephone.**

THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

- When will the bomb explode and where is the bomb located?
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call 9-1-1. Give the following information:
 - Your name -Your call-back phone number
 - Exact street location with the nearest cross street
 - Nature of incident
 - Number and location of people involved and/or injured
- Notify Superintendent's Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.

- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance

BOMB THREAT REPORT FORM

Lakeside Union School District

| | | | | | | | | | | |
|--|--|---|-----------------------------|-----------------|----------------|--|----------------|--|--------------|--|
| School: Winter Gardens School | | | Time Call Received: | | | Call Taken By: | | | | |
| Date: | | | Time Caller Hung Up: | | | Title: | | | | |
| | | | Caller ID Info (*69) | | | | | | | |
| Questions to Ask: | | Exact Wording of Threat: " " | | | | | | | | |
| 1. When will the bomb explode? | | Caller's Voice: (circle all that apply) | | | | Caller's Language: (circle all that apply) | | Background Sounds: (circle all that apply) | | |
| 2. Where is the bomb right now? | | Calm | Nasal | Deep Breathing | Cracking Voice | Well Spoken | Educated | Street Noises | Crockery | |
| 3. What does it look like? | | Angry | Stutter | Disguised | Accent | Foul | Message Taped? | Voices | PA System | |
| 4. What kind of bomb is it? | | Excited | Lisp | Serious | Used Slang | Message Read? | Young (child) | Music | House Noises | |
| 5. What will cause it to explode? | | Slow | Raspy | Incoherent | Joking | Young (adult) | Middle Aged | Motor | Office | |
| 6. Did you place the bomb? | | Rapid | Deep | Slurred | Distinct | Old | | Factory | Machinery | |
| 7. Why? | | Soft | Ragged | Clearing Throat | Normal | Caller Demographics (circle one) | | Animal Noises | Clear | |
| 8. How did the bomb get in the school? | | Loud | Laughter | Crying | Frightened | Male | Female | Unknown | Static | |
| 9. Where are you calling from? | | If voice is familiar, who did it sound like? | | | | Approximate Age: | | Long Distance | Cell Phone | |
| 10. What is your name, address, phone? | | Other Observations: | | | | | | | | |

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what their purpose is for being on campus.
- Advise intruder of the trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at brunch or lunch time:

- Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- Spread SHELTER IN PLACE or LOCKDOWN alarm throughout rest of school as appropriate.

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage: All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

Hostage Situation

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- ☐ Call 911. Provide all known essential details of the situation:

- Number of hostage takers and description

- Type of weapons being used

- Number and names of hostages

- Any demands or instructions the hostage taker has given

- Description of the area

- ☐ Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.

- ☐ Protect building occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both) for all or parts of the building.

- ☐ Secure exterior doors from outside access.

- ☐ When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.

- ☐ Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.

- ☐ Identify media staging area, if appropriate. Implement a hotline for parents.

- ☐ Account for students as they are evacuated.

- ☐ Provide recovery counseling for students and staff.

STAFF ACTIONS:

- ☐ If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.

- ☐ Alert the principal/site administrator.

- ☐ Account for all students.

Lockdown: Active Shooter

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the building. The concept of LOCKDOWN is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

LOCKDOWN is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire • Rabid animal at large • Extreme violence outside the classroom

LOCKDOWN differs from SHELTER-IN-PLACE because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example:

"Attention please. We have an emergency situation and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.

Call 911. Provide location, status of campus, all available details of situation.

When clearance is received from appropriate agencies, give the ALL CLEAR instruction to indicate that it is safe to unlock the doors and return to the normal class routine.

Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.

Immediately lock doors and instruct students to lie down on the floor.

Close any shades and/or blinds if it appears safe to do so.

Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

Move quickly and quietly to the closest safe classroom.

If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room.

Remain quiet until further instructions are provided by the principal or police.

Poisoning, Chemical Spills, Hazardous Materials

POISONING

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.

Provide list of potentially affected students and staff to responding authorities.

Provide staff with information on possible poisonous materials in the building.

Notify District Superintendent of situation and number of students and staff affected.

Confer with Department of Health and Human Services before the resumption of normal school activities.

Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- ☐ Notify principal/site administrator.
- ☐ Call the Poison Center Hotline 1-800-222-1222.
- ☐ Administer first aid as directed by poison information center.
- ☐ Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- ☐ Keep poisonous materials in a locked and secure location.
- ☐ Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- ☐ Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

ADDITIONAL STEPS FOR THE SCHOOL:

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place Protocol
- Secure the area (block points of entry)

- Identify the chemical and follow the procedures for that particular chemical.
- Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the Todd Owens with the following information:
 - Date, time, and exact location of the release or threatened release
 - Name and telephone number of person reporting
 - Type of chemical involved and the estimated quantity
 - Description of potential hazards presented by the spill
 - Document time and date notification made
 - Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have present, should the need arise
- Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
- If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at 619.390.2600. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Solvents
- Motor Oil
- Diesel Fuel
- Kerosene
- Anti-Freeze
- Airborne Gases/Fumes
- Lacquer Thinner

- Paint
- Agricultural Spray
- Paint Thinner
- Stain
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the Todd Owens

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if possible.

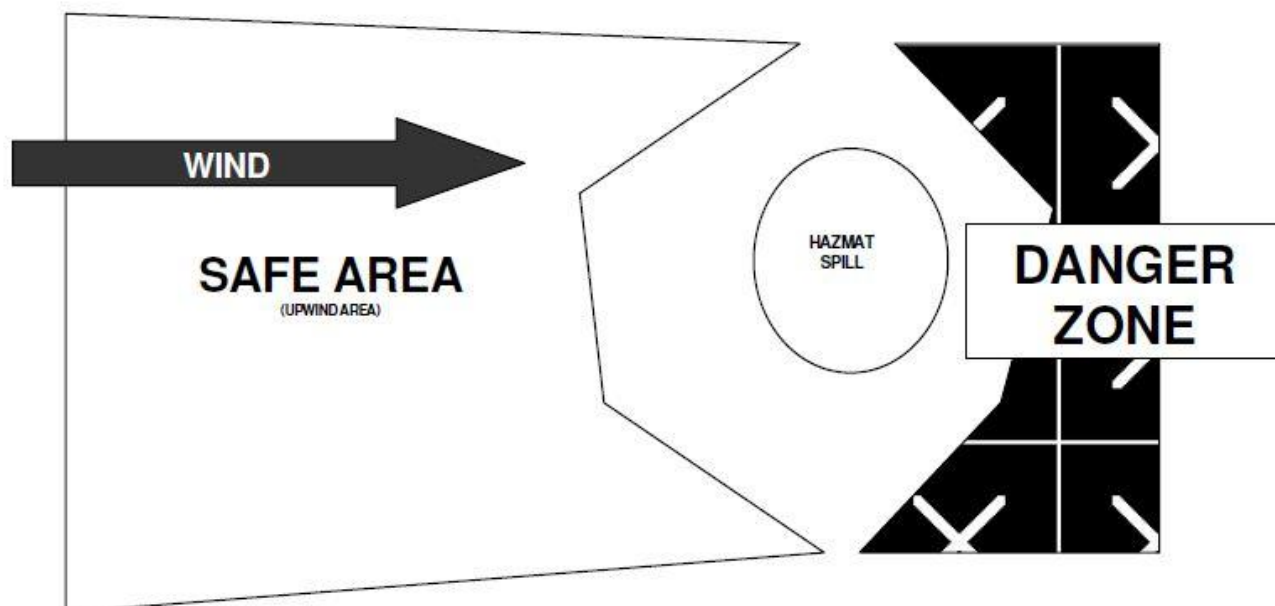
VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- Date, time, and exact location of the release
- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.



Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.

- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Medical Emergencies

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator

PRINCIPAL ACTIONS:

- Assess the victim - call 911 if appropriate
- Assign a staff member to meet rescue service and show them when the injured person is located
- Assemble emergency care and contact information of the injured person
- Monitor medical status of the injured person - even when taken to the hospital
- Assign a staff person to stay with the injured person - even if taken to the hospital
- Notify parents/guardian if the injured person is a student
- Advise staff of the situation, follow up with the parents
- Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

STAFF ACTIONS:

- ☐ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- ☐ Notify Principal/Site Administrator.
- ☐ Stay calm. Keep individual warm with a coat or blanket.
- ☐ Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- ☐ Do not give the individual anything to eat or drink.

OTHER EMERGENCY ACTIONS:

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage and Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

| TRIAGE Priorities | |
|-------------------------------------|--|
| Highest Priority - RED TAG | |
| 1. | Airway and breathing difficulties |
| 2. | Cardiac arrest |
| 3. | Uncontrolled or suspected severe bleeding |
| 4. | Severe head injuries |
| 5. | Severe medical problems |
| 6. | Open chest or abdominal wounds |
| 7. | Severe shock |
| Second Priority - YELLOW TAG | |
| 1. | Burns |
| 2. | Major multiple fractures |
| 3. | Back injuries with or without spinal cord damage |
| Third Priority - GREEN TAG | |
| 1. | Fractures or other injuries of a minor nature |
| Lowest Priority - BLACK | |
| 2. | Obviously mortal wounds where death appears reasonably certain |
| 3. | Obviously deceased |

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self and direct all patients who can walk to gather and remain in a safe place. Tag these people GREEN
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag BLACK (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag RED (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag RED
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess
- If patient cannot follow simple commands, tag RED
- If patient can follow simple commands, they will be tagged YELLOW or GREEN
- This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Suicide

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's

- Listen to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.
- Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
- Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
- GET HELP by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.
- STAY with the person. Take the person to a CRT member and stay with that person for awhile. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

- Don't leave the person alone for even a minute.
- Don't act shocked or be sworn to secrecy.
- Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.
- Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
- Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and call 9-1-1 for local emergency services.
Note: A casualty is a victim of an accident or disaster.
- Identify the problem and give the school address.
- Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- Determine if problem will continue or if it is over.
- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene.
- Contact Superintendent to determine need to send students home.

| PARAMEDIC TAG # | VICTIM NAME | STUDENT ID # | TIME OF DEPARTURE | Hospital |
|--------------------|-------------|-----------------|----------------------|----------|
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Signed _____ Date _____
Winter Gardens School Comprehensive Safety Plan

Bio Terrorism

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- ☐ Notify principal.
- ☐ Move students away from immediate vicinity of danger (if outside, implement Take Cover).
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- ☐ Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate SHELTER IN PLACE.
- ☐ Shut off HVAC units.
- ☐ Move to central location where windows and doors can be sealed with duct tape.
- ☐ Call 911. Provide location and nature of the emergency and school actions taken.
- ☐ Notify District Superintendent of the situation.
- ☐ Turn on a battery-powered commercial radio and listen for instructions.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- ☐ Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- ☐ Notify principal or site administrator.
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- ☐ Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
- ☐ Follow standard student assembly, accounting and reporting procedures.
- ☐ Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger.
- ☐ Move up-wind from the potential danger.
- ☐ Call 911. Provide exact location and nature of emergency.
- ☐ Designate security team to isolate and restrict access to potentially contaminated areas.
- ☐ Wait for instructions from emergency responders-- Health or Fire Department.
- ☐ Notify District Superintendent of the situation.
- ☐ Arrange for immediate psychological counseling for students and staff.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- ☐ Wash affected areas with soap and water.
- ☐ Immediately remove and contain contaminated clothing
- ☐ Do not use bleach on potentially exposed skins.
- ☐ Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

ADDITIONAL INFORMATION:

Anthrax Threat

How to identify suspicious letters or packages:

Some characteristics of suspicious letters or packages include the following:

- Excessive postage
- Handwritten or poorly typed addresses
- Incorrect titles
- Title, but no name
- Misspellings of common words
- Oily stains, discolorations or odors
- No return address
- Excessive weight
- Lopsided or uneven envelop
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Visual distractions
- Ticking sound
- Marked with restrictive endorsements, such as "Personal" or "Confidential."
- Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax"

- Do not shake or empty the contents of any suspicious envelop or package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then leave the room and close the door, or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

- Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- Leave the room and close the door or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

- Turn off local fans or ventilation units in the area.

- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- Move upwind, uphill, upstream.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- Shut down air handling systems in the building if possible.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

INVENTORY

Winter Gardens School MPR

| Current Useable Inventory | | | Inventory Used by Mass Prophylaxis Center | |
|---------------------------|------------------|------------|---|----------|
| Date Inventory Taken: | | | Date Inventory Taken | |
| Description | Quantity on Hand | Check mark | Quantity Used | Comments |
| Paper Goods | | | | |
| Toilet Paper | | | | |
| Hand Towels | | | | |
| Sanitary Seat Covers | | | | |
| Other | | | | |
| Liquid Soap | | | | |
| Sanitary Supplies | | | | |
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The signatures of both school personnel & center Manager verifies materials used and will be reimbursed.

Lakeside Union School District Site Personnel Signature

Mass prophylaxis center Manager Signature

Date

Date

Incident Command System

Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called Management, Planning, Operations, Logistics, and Finance/Administration.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the Incident Commander or School Commander.

No one person should be supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under Operations, however.

Common terminology:

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known before a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording.

How ICS Functions

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- reduces the incidence of ineffective coordination and communications, and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

Primary Incident Command System Functions:

Incident/School Commander (The "leader")

The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Lakeside Union School District. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The "thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

Logistics Section (The "getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

Unified Command Structure

Unified Command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a

valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilitates

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

The following chart is an example of an Incident Command Structure.

Staging Areas

Command Posts

Primary: Main Office

Secondary: Room 5

Mass Care Centers

Primary: Nurse's Office

Secondary: Faculty Lounge

Evacuation Centers

On Campus: far end of Playground

Off Campus: Wing Mix Parking Lot 12016-12000 Short St, Lakeside CA 92040

Emergency Response Teams

| Operations | | |
|-----------------|-----------------|----------------|
| Team | Team Leader: | Staff: |
| Security | Fabiola Benito | Lei Le |
| Search & Rescue | Diego Guajardo | Melody Sather |
| Medical | Devonne Donohue | Miriam Mitlich |
| Student Release | Kristen Smith | Ana Chan |

Injury/Health Emergency

Student Staging Area Teams:

| Locations | Team Leader: | Staff: |
|-----------------|-----------------|--------------|
| Student Staging | Francis Mendoza | Claudia Soto |

Planning

| Team | Team Leader: | Staff |
|--------------------|------------------|-------------|
| Documentation | Hee-Jin Peterson | Jodi Stein |
| Situation Analysis | Hee-Jin Peterson | Maria Arias |

Logistics

| Team | Team Leader: | Staff: |
|---------------------|-----------------|-------------|
| Supplies/Facilities | Larry Rivas | Ronnie Watt |
| Staffing | Devonne Donohue | Maria Arias |
| Communication | Peggy McKay | Ana Johnson |
| Transportation | Peggy McKay | Ana Johnson |

Finance

| Team | Team Leader: | Staff: |
|-------------|--------------|------------------|
| Timekeeping | Peggy McKay | Hee-Jin Peterson |
| Purchasing | Peggy McKay | Hee-Jin Peterson |

District Emergency Directory

| Name | Phone Number |
|------------------|----------------|
| Todd Owens | (619) 507-9890 |
| Natalie Winspear | (619) 402-0605 |
| Lisa DeRosier | (619) 415-1367 |
| Andy Johnsen | (619) 592-9981 |
| Kim Reed | (619) 357-9902 |
| Erin Garcia | (619) 592-9315 |
| Stacy Coble | (619) 981-1600 |
| Hee-Jin Peterson | (818) 458-7406 |
| Jim Rosa | (619) 675-5380 |
| Steve Mull | (619) 838-7511 |
| Jaime Gonzalez | (619)746-0148 |
| Staci Arnold | (619) 709-3062 |
| Nina Drammissi | (619) 249-5963 |
| Grace Cox | (760) 419-4610 |
| Leslie Hardiman | (619) 288-2580 |
| Tessa Green | (702) 461-0618 |
| Keith Keiper | (818) 522-7160 |

Emergency Communications

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a school:

Internal communications will be via:

- Public address systems
- Emails
- Message runner
- District telephone/emergency radio to administration offices

External communications will be via:

- The main communications network
- News bulletins, as needed, by appointed personnel only

Emergencies affecting two or more schools:

n-district communications will be via:

- Telephone, if operable
- District internal communications
- Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

Working with the news media:

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas.

Staff are to report any news media personnel that appear elsewhere on campus.

| Lakeside Union School District EOC Message Form | | | |
|--|--|---|---|
| Date | Priority (Circle one) <div style="display: flex; justify-content: space-around;"> EMERGENCY URGENT ROUTINE </div> <div style="display: flex; justify-content: space-around;"> (Life Threatened) (Property Threatened) (All Others) </div> | | |
| Time | | | |
| TO | Name _____ Title _____ Location _____ | FROM | Name _____ Title _____ Location _____ |
| Check One Take Action For Information Other _____ | | | |
| <u>Category</u> | <u>Number</u> | <u>Description</u> | |
| A. | # _____ | Fatalities | |
| B. | # _____ Minor | Injuries Minor: In need of First Aid attention only | |
| C. | # of Injured # _____ Major | Injuries (Ambulance) Major: Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock. Moderate: Burns, major multiple fractures, Back injuries with or without spinal cord damage | |
| D. | Circle one Major Moderate Minor | Property Damages Major damage: building collapse, building leaning, major ground movement causing large cracks in ground. Moderate damage: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines). Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows. | |
| E. | ___ Ambulance ___ PG&E ___ Other | Resources Needed ___ Other: (describe) | |
| Transmit only the data within the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate. | | | |
| Additional Information: | | | |
| Disposition: | | | |
| Action Requested By: (Name) | | Time Action provided: | |

Media Contact Information

Television Stations

Fax Numbers

Telephone

Contact the DO

Radio Stations

Fax Numbers

Telephone

Contact the DO

Newspapers

Fax Numbers

Telephone

Contact the DO

Recovery

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, San Diego County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

| | | |
|----------------------------------|------------------------|----------------|
| Mental Support Resource Contact: | Dr. Patricia Fernandez | (619) 457-2033 |
| Social Support Resource Contact: | Dr. Patricia Fernandez | (619) 457-2033 |

Appendices

**Winter Gardens School
Safety Plan Annual Drill Report
2020 - 2021**

| Date | Time | | Please place a check mark below for which drill has been completed. | | | | | Principal's Signature |
|------|-------|-----|---|------|------------|----------------|--------------|-----------------------|
| | Start | End | Radio Communications | Fire | Earthquake | Active Shooter | Other Drills | |
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ANNUAL DISASTER SERVICE WORKER SURVEY
2020 - 2021

| General Information | | |
|---|--|---------------------------------------|
| 1. Name | | |
| 2. Position | | |
| 3. Location | | |
| 4. Work | | |
| 5. Home Phone | | |
| Specialized Skills | | |
| 1. Bilingual? | | If yes, Language(s): |
| 2. CPR Certified? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 3. First Aid Certified? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 4. CERT (Trained?) | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 5. Simple Triage/Rapid Assessment Trained? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| Personal Responsibilities | | |
| 1. Children? | | If yes, ages: |
| 2. Special Needs? | | If yes, please describe: |
| 3. Elderly parents? | | Comments: |
| 4. Pets? | | Comments: |
| 5. Other caregivers available? | | Comments: |
| 6. Other | | |
| In an Emergency -- Confidential | | |
| 1. Anything you want us to know? Special Needs? Medications? | | |
| 2. Other: | | |
| | | |

Homeland Security Advisory System



Homeland Security Advisory System (Adapted for San Diego County County)

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.

Threat Conditions and Recommended Protective Measures

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

**GREEN:
LOW RISK OF
TERRORIST ATTACK**

This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

General Measures

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for "Do Not Duplicate"
- Review and update the Emergency Call-in List.

**BLUE:
GENERAL RISK OF
TERRORIST ATTACK**

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
- Test your generator once per week.

**YELLOW
SIGNIFICANT RISK OF
TERRORIST ATTACK**

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
- Test your generator once per week.

**ORANGE
HIGH RISK OF
TERRORIST ATTACK**

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
- Be alert to parent, staff, student concerns to determine when/how to communicate.
- Communication should focus on reassurance that school is a safe place
 - Reminder - schools have existing safety plans
 - Reminder - schools practice their safety procedures
 - Reminder - schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student's fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites
- Test your generator once per week.

**RED:
SEVERE RISK OF
TERRORIST ATTACKS**

A Severe Condition reflects a severe risk of terrorist attacks. Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The San Diego County County Emergency Operations Center, will be occupied initially during the first 24 hours of a RED threat level. (Continued operation will be determined on an as-need basis.)

The San Diego County Office of Education will provide staff at the San Diego County Office of Emergency Operations Center to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail link to ACOE, telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the ALCO EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.
 - review communication guidelines under Orange Threat Level
 - reminder - In the event of a RED threat level, school districts have a direct communication link via amateur radio to the San Diego County County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.

- Consider canceling special events.
- Consider closing campuses, if necessary.
- Maintain close contact with your local Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

Location Specific Emergencies

Pandemic/Influenza

EMERGENCY RESPONSE

PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- Insure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).

- Practice "respiratory hygiene etiquette".
- Practice hand washing hygiene etiquette
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement online homework assignments so that students can stay home.

Lakeside Union School District

Lakeside Union School District
12335 Woodside Avenue Lakeside, CA
92040
Lakeside, CA, CA 92040

619.390.2600
619.561.7929
www.lsusd.net

SB 187

Comprehensive School Safety Plan Process & Templates

Tierra del Sol Middle School
9611 Petite Lane Lakeside, CA 92040
619.390.2670

2020-21

PREFACE

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

It is NOT intended to be a "grab and go" guide in an actual emergency.

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SB 187: School Safety Plan

Introduction

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan. The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter. (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year

The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

- Child Abuse reporting procedures
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students

- Sexual Harassment Policy
- Safe ingress and egress to and from school
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Dress Code
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

IMPLEMENTATION OF PLAN

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the school library and the main offices.

School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294,1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)p>

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- A representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

The following template may be utilized as the cover signature sheet:

**Tierra del Sol Middle School
Safety Plan Signature Page
2020-2021**

The undersigned members of the Tierra del Sol Middle School School Safety Planning Committee certify that the requirements for the SB 187 Safety Plan have been met.


Principal


President, Tierra del Sol Middle School Council


Teachers Association Representative


Classified Association Representative


Parent Representative

Law Enforcement Representative

Annual Safety Goals

Tierra del Sol Middle School Safety Plan Goals 2020 - 2021

Goal: Complete Comprehensive Planning Through Environmental Design study in collaboration with the Sherriff's office by June 30, 2021. This will serve as baseline data and help our site to determine speciifc goals and actions for improved safety on our campus.

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting consistent with Penal Code 11164.
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A sexual harassment policy pursuant to Education Code 212.6
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing "gang related apparel," the provisions of that dress code.
- Routine and Emergency Disaster Procedures: -Emergency and Disaster Preparedness Plan -Fire Drills -Bomb Threats -Earthquake Emergency Procedure System - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students and/or parents notified that this policy exists?
- How are staff, students and/or parents notified relative to a specific incident?
- What staff/student training(s) have been completed?
- What additional trainings are needed?

Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

- Injury inflicted by another person
- Sexual Abuse
- Neglect of child's physical, health, and emotional needs.
- Unusual and willful cruelty; unjustifiable punishment.
- Unlawful corporal punishment.

2. Not Considered Child Abuse

- Mutual affray between minors
- Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For purposes of self-defense
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escapee

B. Mandated Child Abuse Reporting

- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:
The telephone call must be made immediately or as soon as practicably possible by telephone.
AND

A written report must be sent within 36 hours of the telephone call to the child protective agency.

- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
- When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
- The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
- This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

D. Child Abuse Reporting Number: 1.800.344.6000

E. Staff Training: ALL staff must complete annual Mandated Reporter Training

F. Board Policies:

Child abuse reporting procedures are detailed in LUSD Board Policies 5141.4. All LUSD Staff members follow Board Policy for Child Abuse reporting. All staff are trained annually on requirements for child abuse reporting as mandated reporters. Online training is provided by SDCOE JPA Learning Library. All staff must complete training within the first 6 weeks of the school year or within 6 weeks of employment (per Penal Code 11165.7)

Any school employee, who knows or reasonably suspects that a child has been a victim of child abuse or neglect shall report immediately or as soon as reasonably possible, by telephone, to child protective services using the CPS hotline. The employee shall follow up with the submission of Suspected Child Abuse Report form within 36 hours.

Board Policy:

Child Abuse Prevention: BP5141.4

The Governing Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse,

inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

(cf. 6143 - Courses of Study)

The Superintendent or designee shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 0450 - Comprehensive Safety Plan)

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect. The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Sexual Harassment Policy

A. DEFINITION

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:

- Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
- Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
- The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;
- The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Staff Training: All staff participate in mandatory annual sexual harassment training

C. Student Sexual Harassment Policy:

Lakeside Union School District and the Governing Board are committed to maintaining an educational environment that is free from harassment. Sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of the Civil Rights Act of 1972 and is prohibited by both federal and state laws. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation (BP 5145.7). Sexual harassment is defined in Education Code to mean unwelcome sexual advances; requests for sexual favors; or verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting. 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:

The Board believes that concerned stakeholders should always attempt to resolve their concerns at the level where the concern first started - rather than with the formal filing of a complaint with the person (as defined in this policy).

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

- Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

- Submission to or rejection of the conduct by a student is used as the basis for academic

decisions affecting the student

- The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment

- Submission to or rejection of the conduct by the student is used as the basis for any decision

affecting the student regarding benefits and services, honors, programs, or activities available

at or through any district program or activity

Unwelcome Conduct: Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

- Unwelcome leering, sexual flirtations or propositions
- Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading

descriptions

- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, notes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-gender class

- Massaging, grabbing, fondling, stroking or brushing the body

General Information Regarding Reports and/or Complaints of Sexual Harassment

Confidentiality: All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

Disciplinary Action: Anyone 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 and/or legal action. For students in grades 4 through 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.

Retaliation: The Board prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Filing a Report of Information Complaint of Discrimination, Harassment, Intimidation, or Bullying Based on Sex

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a

complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available, including counseling services. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

At any time during the process, students, parents, or guardians may contact the Title IX Coordinator to report or file an informal complaint directly with the district at:

Title IX Coordinator

Stacy Coble

Director, Human Resources

Lakeside Union School District

scoble@lsusd.net

12335 Woodside Avenue

Lakeside, CA 92040

(619) 390-2600

Filing a Formal or Uniform Complaint

Pursuant to BP 1312.3, the Board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures.

The Uniform Complaint may be mailed or filed at:

Human Resources Department

Lakeside Union School District

12335 Woodside Avenue

Lakeside, CA 90240

D. Board Policies related to Sexual Harrassment:

Board Policy 0410: Nondiscrimination in District Programs

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf.1240 - Volunteer Assistance)

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4033 - Lactation Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)
(cf. 6178 - Career Technical Education)
(cf. 6200 - Adult Education)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, application form, or other recruitment materials distributed to these groups.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4031 - Complaints Concerning Discrimination in Employment)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

Access for Individuals with Disabilities

(cf. 3540 - Transportation)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5145.13 - Response to Immigration Enforcement)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

(cf. 1330 - Use of Facilities)

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

Access for Individuals with Disabilities

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations.

When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

(cf. 6163.2 - Animals At School)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

(cf. 6020 - Parent Involvement)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator.

He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

ASSISTANT SUPERINTENDENT, ED SERVICES

12335 Woodside Avenue, Lakeside, CA 92040

(619) 390-2608

kreed@lsusd.net

Board Policy 5145.3 Students: Nondiscrimination and Harassment

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed

to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1330 - Use of Facilities)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

Board Policy 5145.7 Students: Sexual Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment 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 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 a district compliance officer.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate 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 of the harassment 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

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to 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.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

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 district schools.

(cf. 3580 - District Records)

Administrative Regulations

Administrative Regulations 5145.31 Students: Non-Discrimination For Students and Employees

This regulation is meant to advise school site staff and administration regarding transgender and gender non-conforming student concerns in order to create a safe learning environment for all students, and to ensure that every student has equal access to all components of their educational program.

Confirmation of a student's asserted gender identity will be in consultation with the student and parent or guardian with educational rights. The District recognizes that the person best situated to determine a student's gender identity is the student himself or herself. A school should accept a student's assertion of his or her gender identity in consultation with a parent, where there is

consistent and uniform assertion of the gender-related identity, and any other evidence that the gender-related identity is sincerely held as part of the person's core identity. If a student's gender-related identity, appearance, or behavior meets the standard, the only circumstance in which a school may question a student's asserted gender identity is where the school personnel have a credible basis for believing that the student's gender-related identity is being asserted for an improper purpose.

The California Education Code states that "all pupils have the right to participate fully in the educational process, free from discrimination and harassment." (Cal. Ed. Code Section 201(a).) Section 220 of the Education Code provides that no person shall be subject to discrimination on the basis of gender in any program or activity conducted by an educational institution that receives or benefits from state financial assistance.

The Code further provides that public schools have an affirmative obligation to combat sexism and other forms of bias, and a responsibility to provide equal educational opportunity to all pupils. (Cal. Ed Code Section 201(b).)

The CCR similarly provides that "No person shall be excluded from participation in or denied the benefits of any local agency's program or activity on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity conducted by an 'educational institution' or any other 'local agency'. . . that receives or benefits from any state financial assistance." (5 CCR Section 4900(a).)

The California Code of Regulations defines "gender" as: "a person's actual sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth." (5 CCR Section 4910(k).) The Board Policy prohibits gender-based harassment. It requires that "All educational programs, activities and employment practices shall be conducted without discrimination based on . . . sex, sexual orientation, [or] gender identity."

Therefore, transgender and gender non-conforming students must be protected from discrimination and harassment in the public school system. Staff must respond appropriately to ensure that schools are free from any such discrimination or harassment.

Official Records and Confidentiality

The District is required to maintain a mandatory permanent pupil record which includes the legal name of the pupil, as well as the pupil's gender. (5 Cal. Code Reg. 432(b)(1)(A). (D).)

The District shall change a student's official records to reflect a change in legal name or gender upon receipt of documentation that such legal name and/or gender have been changed pursuant to California legal requirements. Students are not required to obtain a court ordered name and/or gender change or to change their official records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

The former name and gender identity of a student shall be kept confidential. Schools shall create a procedure for keeping the student records with the former gender identity confidential, where possible.

The school shall set a procedure to update name changes and gender markers in the school's system upon request.

Access to Restrooms and Locker Rooms

All students are entitled to have access to restrooms, locker rooms and changing facilities that are sanitary, safe, and adequate, so they can comfortably and fully engage in their school program and activities. Transgender students shall not be forced to use the locker room and restroom corresponding to their gender assigned at birth. In meeting with the transgender/gender non-confirming student (and parent), it is essential that the principal and student address the student's access to the restrooms, locker room and changing facility.

Each situation needs to be reviewed and addressed based on the particular circumstances of the student and the school facilities. In all cases, the principal should be clear with the student (and parent) that the student may access the restroom, locker room, and changing facility that corresponds to the student's gender identity. All students with privacy concerns will be provided with a safe and adequate alternative, based on availability and appropriateness to address privacy concerns, such as:

1. Use of a private area in the public area (i.e., a bathroom stall with a door, an area separated by a curtain or screen, a PE instructor's office in the locker room);
2. A separate changing schedule (either utilizing the locker room before or after the other students); or
3. Use of a nearby private area (i.e., a nearby restroom, a unisex restroom, or a nurse's office).

Physical Education and Intramural and Interscholastic Activities

Transgender students shall

not be denied the opportunity to participate in physical education, nor shall they be forced to have physical education outside of the assigned class time.

Where there are sex-segregated classes or athletic activities, all students must be allowed to participate in a manner consistent with their gender identity. The California Interscholastic Federation (CIF) has provided bylaws stating that all students should have the opportunity to participate in CIF activities in a manner consistent with their gender identity. The District will provide athletic opportunities consistent with the gender identity of each student.

Whenever students are separated by gender in school activities, or subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such rule, policy, or practice consistent with their gender identity.

Names/Pronouns

Students shall have the right to be addressed by a name and pronoun corresponding to their gender identity that is consistently and uniformly asserted at school. This directive does not prohibit inadvertent slips or honest mistakes, but it does apply to an intentional and persistent refusal to respect a student's gender identity. The requested name shall be included in the school's data retention system in addition to the student's legal name, in order to inform teachers of the name and pronoun to use when addressing the student.

To create a safe and supportive environment for the student, the school shall engage the student and parent with respect to name and pronoun use, and agree on a plan to initiate that name and pronoun use within the school.

Dress Code

Generally, students should be permitted to participate in gender-segregated recreational gym class activities and sports in accordance with the student's gender identity that is consistently and uniformly asserted at school. Participation in competitive athletic activities and contact sports will be resolved on a case by case basis.

School sites can enforce dress codes that are adopted pursuant to Education Code 35291. Students shall have the right to dress in accordance with their gender identity that is exclusively and consistently asserted at school, within the constraints of the dress codes adopted at their school site. This regulation does not limit a student's right to dress in accordance with the school dress code policy.

Parent Notification

School Administration will respect the privacy of students who discuss the issue of their gender identity with school personnel. There will be parent notification upon official request by the student to change their gender identity of record.

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: December 12, 2013 Lakeside, California

Administrative Regulations 4031 Personnel: Complaints Concerning Discrimination in Employment

Complaint Procedure

Any complaint by an employee or job applicant alleging discrimination or harassment shall be addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: Any employee or job applicant (the "complainant") who believes he/she has been subjected to prohibited discrimination or harassment shall promptly inform his/her supervisor, the district's Coordinator for Nondiscrimination in Employment, or the Superintendent.

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the Coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

2. Investigation Process: The Coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five school days of receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The Coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The Coordinator shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

If the Coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the Coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

When necessary to carry out his/her investigation or to protect employee or student safety, the Coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The Coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The Coordinator shall ensure that such interim measures do not constitute retaliation.

3. Written Report on Findings and Corrective Action: No more than 30 days after receiving the complaint, the Coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator shall notify the complainant and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

The report shall be presented to the complainant, the person accused, and the Superintendent or designee.

4. Appeal to the Governing Board: The complainant or the person accused may appeal any findings to the Board within 10 working days of receiving the written report of the Coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 working days.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 9321 - Closed Session Purposes and Agendas)

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may also file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960 (Government Code 12960)

2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)

3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

Administrative Regulations 5145.3 Students: Nondiscrimination and Harassment

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including

Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent
12335 Woodside Avenue
Lakeside, CA 92040
(619) 390-2608

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.

(cf. 5145.6 - Parental Notifications)

4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so.

(Education Code 234.1)

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity

2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As

appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's

assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity,

without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress Code)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

revised: April 16, 2015

Definitions

Prohibited

sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.

2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.

3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.

4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. Such training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position.

(Government Code 12950.1)

A supervisory employee is any employee with the authority to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or to effectively recommend such action.

The district's sexual harassment training and education program for supervisory employees shall include the provision of (Government Code 12950.1; 2 CCR 7288.0):

1. Information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment.
2. Practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation.
3. A component on the prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance
4. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
5. All other contents of mandated training specified in 2 CCR 11023

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
 2. The definition of sexual harassment under applicable state and federal law
 3. A description of sexual harassment, with examples
 4. The district's complaint process available to the employee
- (cf. 4031 - Complaints Concerning Discrimination in Employment)
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
 6. Directions on how to contact DFEH and the EEOC
 7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 12, 2012 Lakeside, California

revised: February 11, 2016

Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school or private property.
- Possessed or used 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.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit sexual assault.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be

suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period, whether on or off the campus.
- During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

- Causing serious physical injury to another person, except in self-defense.
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- Unlawful possession of any controlled substance, as defined under Ed. Code.
- Robbery or extortion.
- Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance as defined by Education Code.
- Committing or attempting to commit a sexual assault as defined in the Education Code.

Board Policies:

AR 5144 Students

Discipline

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques

whenever possible. In addition, discipline shall be used in a manner that corrects student behavior without intentionally creating an adverse effect on student learning or health.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5136 - Gangs)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.5 - Student Success Teams)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Board Policy 5144.1: Suspension And Expulsion/Due Process

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law, in policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
 2. While going to or coming from school
 3. During the lunch period, whether on or off the school campus
- (cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act that violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension or Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension

shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 1020 - Youth Services)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in public an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

AR 5144.1 Students Suspension And Expulsion/Due Process Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be subject to suspension or expulsion shall be only those as follows:

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(a) and (t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Knowingly received stolen school property or private property. (Education Code 48900(l))

12. Possessed an imitation firearm. (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

Hazing means a method of initiation or preinitiation into a student 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 or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability

to participate in or benefit from the services, activities, or privileges provided by a school.
(Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability.
(Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property

damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

A teacher may not suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any other acts specified Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal, or Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal, may in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

(cf. 5125 - Student Records)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

(cf. 5125 - Student Records)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school

for the purpose of the conference the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

b. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

c. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion": Grades K-12 and "Additional Grounds for Suspension and Expulsion Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an expellable offence above under "Grounds for Suspension and Expulsion", the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment.

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that another student's privacy rights are not violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued

in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

a. Any complaining witness shall be given five days' notice before being called to testify.

b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.

e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of

the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and be permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with parent/guardian and district staff, including the student's teachers, and with the student's parent/guardian regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel, or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session

or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #19-21 under "Grounds for Suspension and Expulsion: Grades K-12 and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees.
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record, and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

AR 5144.2 Students

Suspension And Expulsion/Due Process (Students With Disabilities)

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
(cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530) The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530) (cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Staff Notification of Dangerous Students

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The District has incorporated this notification into the student information system so that it is easily accessible for teachers on any student level screen. On the flag bar there is a red flag: 49079. This flag indicates the student has been suspended under Ed Code 48900. The teacher can access more specific information by contacting their site administrator for additional details about the behavior. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Additionally, Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Lakeside Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

- Identify off-campus evacuation site(s).
- Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization: OLPH Church
Address: 13208 Lakeshore Dr. Lakeside, CA 92040
Contact: OLPH Church
Phone Number: 619-443-1412
Date of Agreement: 09/01/2017

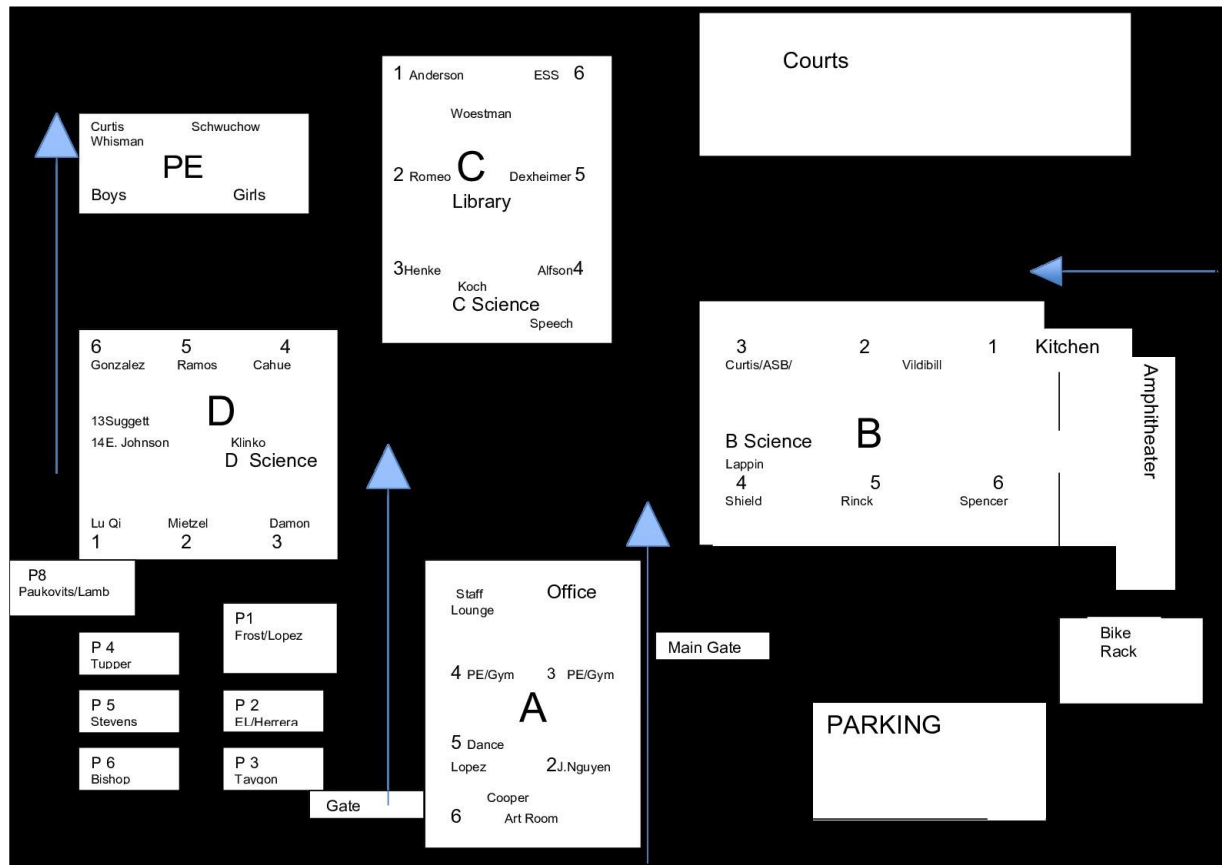
Organization: VFW Carter-Smith Post 5867
Address: 12650 Lindo Lane Lakeside, CA 92040
Contact: VFW
Phone Number: 619-443-0556
Date of Agreement: 09/01/2018

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

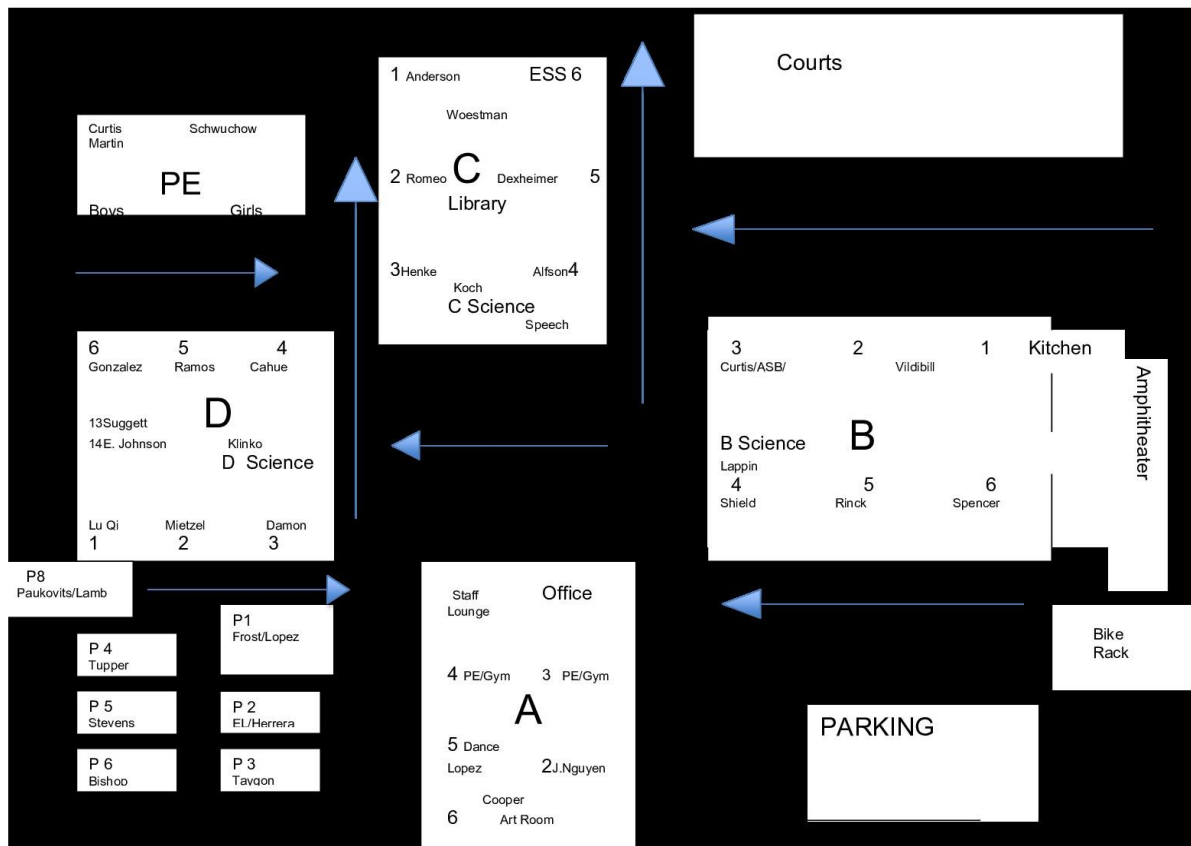
Follow the "Shelter-in-Place" procedures.

C. Staff Training

Daily Ingress/Egress Routes



Emergency Evacuation Routes



School Discipline

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

- Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training:

D. Board Policies:

BP5144 Discipline:

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5131 - Conduct)

(cf. 5131.14 - Bus Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools.

The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

(cf. 5131.41 - Use of Seclusion and Restraint)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district school, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

AR 5144

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians

2. Teachers

3. School administrators

4. School security personnel, if any

(cf. 3515.3 - District Police/Security Department)

5. For junior high, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians

(cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

11. Recess restriction as provided in the section below entitled "Recess Restriction"
12. Detention after school hours as provided in the section below entitled "Detention After School"
13. Community service as provided in the section below entitled "Community Service"
14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Cocurricular Activities)

15. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Recess Restriction

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. The student's teacher shall inform the principal of any recess restrictions imposed.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours, on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor

beautification, campus betterment, and teacher, peer, or youth assistance programs.
(Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline.
(Education Code 35291, 48980)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Regulation LAKESIDE UNION SCHOOL DISTRICT
approved: September 17, 2012 Lakeside, California
revised: June 27, 2019

SCHOOL RULES AND EXPECTATIONS

Rules are necessary for the safety and welfare of all individuals at school. We stress that each student is to be SAFE, RESPECTFUL and RESPONSIBLE. Violations of the following rules may result in a parent call, school service, after school detention, restriction from activities, and/or possible suspensions.

- SCHOOL CLIMATE:

At Tierra Del Sol a high emphasis is placed on maintaining positive relationships. Students and adults seek to motivate, empower, and inspire one another. Put-downs, forms of harassment, bullying, and other negative behaviors are not tolerated.

1. Fighting, hitting, pushing, kicking, tripping, spitting, and horseplay are not allowed.
2. Students are to be courteous to and respect the rights and property of others.
3. Students are to walk, not run, in the corridors, on pathways, and in the lunch area.
4. Trash will be thrown away in the cans provided, and all students will participate in helping maintain a clean and safe campus.
5. Profanity/vulgarity in writing, speech or action is not tolerated.
6. Students are expected to behave respectfully to all adults on campus, including substitute teachers.
7. **Gum is not permitted anywhere on campus.**
8. Items not required for academic purposes at school are not to be brought to campus. This includes, but is not limited to:
 - electronic devices such as cameras
 - toys such as laser pens, tech decks, cards, and games
 - items associated with vandalism of property such as white out, permanent markers
 - aerosol/ spray cans
9. The climbing of trees and fences is not permitted. All planter boxes are off limits.
10. Inappropriate and overt displays of affection, such as kissing, fondling and prolonged embraces are not allowed.
11. Food or Drinks are not allowed in classroom, unless permitted by the teacher.

EXPECTATIONS FOR CLASSROOM BEHAVIOR

Students are to:

1. Be in class prior to the bell, with homework, and all necessary items.
2. Follow teacher's instructions, remain on task, use class time wisely, and give each assignment their best effort.

STUDENT GROOMING / DRESS POLICY

Tierra del Sol Middle School is a place of learning. Student appearance and dress should be a reflection of a serious learning environment. The following middle school dress code has been adopted in accordance with California Education Code, Section 48907. We appreciate your support and adherence to these guidelines.

The grooming and dress of all students must be neat, clean, and inoffensive to others. Students are expected to dress for school in a manner, which supports the learning process and follows these guidelines:

1. Appropriate shoes must be worn at all times. Heels must be no higher than two inches.
2. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, purses, etc.) shall be free of writing, pictures or any insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions, and likeness, or which advocate death, violence, racial, ethnic or gender bias, or religious prejudice.
3. Hoods may not be worn on campus while indoors at any time. Religious headwear is permitted.
4. Clothes shall be sufficient to cover undergarments at all times. See-through or fishnet fabrics without additional coverage, halter tops, off-the-shoulder tops, plunging necklines exposing cleavage, strapless or tube tops, backless shirts, and bare midriffs are prohibited. Skirts and shorts that are inappropriate in length (they must reach the bottom of the hands when fisted with arms straight to the sides) and a disruption to the learning environment are strictly prohibited. Undergarments such as bras, boys and girls underwear, and undershirts must not be visible.
5. Jewelry with sharp, jagged, or pointed parts which could injure students are not allowed. Chains that hang from pockets or belts are not allowed.
6. Students bodies must be clean and clothes must be recently washed so as to promote a healthy school environment. Hair shall be clean, neatly groomed and not disruptive to the learning environment. Writing on skin or clothing is prohibited.

The school may impose additional dress requirements to accommodate the needs of certain activities in classes (P.E., Art, Science, etc)

Modifications to this basic policy may be made and announced as deemed necessary by the administration.

BREAKFAST AND LUNCHTIME ETIQUETTE

During breakfast and lunch students are expected to:

1. Follow school rules. Be courteous and respectful.
2. Practice good sportsmanship while participating in games or competitions.
3. Join food lines at the end. Do not take cuts in the front or middle of a line.
4. Help keep the campus clean by putting trash and uneaten food in cans provided.
5. Remain within the breakfast/ lunch boundary areas when eating food. Items purchased in the lunch area must remain in the lunch area.
6. See the duty supervisors for restroom passes and equipment check -out.
7. Students may not bring food, beverages or other items onto campus for trade or sale.
8. Soda, caffeinated, and high-energy beverages (including Starbucks, Redbull, etc) are not allowed.
9. Home made items such as cakes and cookies that are brought to share are not allowed.
10. The throwing of food or liquid items is prohibited.

BICYCLES/ ROLLER BLADES/ SKATEBOARDS

1. Violations to the below may result in loss of privileges.
2. Students who arrive on bicycles or scooters must use the bike rack and lock their own bicycle or scooter.
3. Bikes and scooters are not to be ridden on school grounds.
4. While riding to and from school by bicycle or scooter, all ordinances for bicycle safety must be observed including the wearing of a helmet. Helmets are required by law.
5. Motor bikes are not permitted.
6. The school is not responsible for theft or damage to bicycles/ scooters while they are parked in the bike rack.
7. Skateboards and roller blades are not allowed at school.

SCHOOL BUS RULES AND REGULATIONS

Riding a district school bus is a privilege. For the safety of all, students being transported by bus are under the authority of the bus driver and may be denied transportation privileges for disobeying the rules as stated in LUSD Board Policy 3541. Students may also face consequences at school for inappropriate bus behavior.

ASSEMBLIES AND BEHAVIORAL EXPECTATIONS

Assemblies are a scheduled part of the curriculum and as such are designed to be educational as well as entertaining experiences. In addition, they provide the opportunity for students to practice appropriate audience behavior. Regardless of the type of assembly, courtesy demands that students are respectful and appreciative.

CLOSED CAMPUS

1. Only enrolled students and school district employees may be on campus when school is in session unless permission is obtained through the main office.
2. Because the school is responsible for students during the school day, students may not leave the school grounds at any time without permission from the office. Students leaving class or school without permission will be considered truant.
3. After arriving at school, students are not permitted to go to the parking lot or off the school grounds without permission and knowledge of the school staff.
4. Parents of pupils are welcome and encouraged to visit classes. Please make arrangements with the teacher or an administrator in advance whenever possible. Visitors are to sign in at the main office upon arrival.
5. Visitor passes are not issued to pupils from other schools.
6. Flowers, balloons and other celebratory items are to remain in the office during class time.
7. Lunches brought to students must be given to students through the front office.

DANCES

Rules and Procedures

1. Without exception, students must be eligible to attend.
2. All school rules and behavioral expectations apply.

3. Students must obtain a pass to leave the dance area for use of restrooms or the pay phone.
- Students should arrive to dances on time, and may not leave the dance early unless met at the door by a parent. Guests from other schools are not allowed at dances. Dancing must be appropriate and respectful.

Penalties

Students who do not observe dance rules will be removed from the dance, parents will be notified to come and take them home, and they may be ineligible to attend the next dance. Based on the offense, students may also face other disciplinary action.

FIRE AND EMERGENCY DRILLS

Fire drills will be practiced throughout the school year as required by the fire department. Earthquake and lockdown procedures will also be reviewed and practiced by students and staff.

Students are expected to:

File out of the room in single file.

Remain calm and quiet.

Listen to directions from staff and return to the classroom when instructed by the teacher.

Should the fire alarm sound before school, during passing period, or at lunch, students are to report to the emergency assembly area of their HOMEROOM teacher.

TEXTBOOKS / SCHOOL SUPPLIES / FEES

Students are responsible for all school materials checked out to them. This includes planners, textbooks, library materials, calculators and other school equipment. If materials are lost or damaged, students will be required to pay a fee that will cover the damage or replacement cost. Report cards and Certificates of Promotion will be held in June until all text and other fees are cleared. Failure to do so may affect eligibility. Specialty classes, and art, charge nominal fees for materials consumed or used and for items taken home by the student.

*** CONSEQUENCES ***

DETENTIONS

Teachers or administrators may assign detentions for students who do not follow classroom or school rules. Students may be assigned detentions for tardiness, forgetting homework or materials or for failure to return signed forms. Teachers may also keep students after school for nondisciplinary reasons, such as to complete assignments or make up missed tests. It is school policy to notify parents prior to keeping students after school. Home detentions may also be assigned for parent follow up. Failure to serve detentions will result in escalated consequences.

RESTORATIVE JUSTICE/RESTITUTION

In the event of damage to or loss of school or other personal property caused by a student, the student may be required to make actual or equivalent restitution.

SATURDAY SCHOOL

As an alternative to suspension, or to make up truancy, students may be assigned to a 4 hour class held on a Saturday. Students must complete written assignments provided by the assistant principal and teachers. Students who

are assigned more than one Saturday School in a quarter may become ineligible. Failure to serve Saturday School may result in lowered citizenship and/or school suspension and a parent meeting.

SUSPENSION FROM CLASS

A teacher may suspend any student from his/her class for any of the reasons listed in the following guidelines. The teacher shall immediately report the suspension to the administration for appropriate action. As soon as possible, the teacher will also contact the parent to set up a conference regarding the suspension.

SUSPENSION OF STUDENTS - BOARD POLICY

Students who commit a serious offense may be suspended from school by the principal or assistant principal. Parents will be notified and the following conditions will apply:

1. The student is not to be on the school grounds at anytime during the suspension.
2. The student shall not attend or participate in any school activities.
3. Students suspended from school will lose eligibility status for a period of time to be designated by administration.

A student may be suspended for any of the following:

- A. Causing, attempting to cause, or threatening to cause physical injury to another person.
- B. Possessing, selling or otherwise furnishing any firearm, knife, explosive, or other dangerous object (including firecrackers, explosive noisemakers, lighters and imitation weapons).
- C. Possessing, using, selling, otherwise furnishing, or being under the influence of any controlled substance (including unauthorized prescription medication), an alcoholic beverage or an intoxicant of any kind, including products with an average alcohol content of .05% (near-beer).
- D. Unlawfully offering or arranging to sell any controlled substance (as defined in Section 11053 et seq. of the Health and Safety Code) an alcoholic beverage or an intoxicant of any kind and then either selling or furnishing to any person another liquid, substance, or material and representing it as a controlled substance, alcoholic beverage or intoxicant.
- E. Attempting to commit or committing robbery or extortion.
- F. Causing or attempting to cause damage to school or private property, including electronic files.
- G. Stealing or attempting to steal school or private property.
- H. Possessing or using tobacco or any product that contains nicotine.
- I. Committing an obscene act or engaging in habitual profanity or vulgarity.
- J. Unlawfully possessing, offering, arranging, or negotiating to sell any drug paraphernalia (as defined in Section 11014.5 of the Health and Safety Code).
- K. Disrupting school activities or otherwise defying the valid authority of supervisors, teachers, or other school personnel engaged in the performance of their duties.

- L. Knowingly receiving stolen school or private property.
- M. Possessing an imitation firearm.
- N. Committing or attempting to commit sexual harassment, assault or sexual battery.
- O. Harassing, threatening, or intimidating a student who is a complaining witness.
- P. Unlawfully offering, arranging to sell, or selling the prescription drug Soma.
- Q. Engaging in, or attempting to engage in, hazing.
- R. Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act, as defined in subdivision (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- S. Sexually harassing another to the extent that the harassment is considered to be sufficiently severe or pervasive to have a negative impact on the individual's academic performance or creating an intimidating, hostile, or offensive educational environment.
- T. Intentionally engaging in harassment, threats, or intimidation, directed against a pupil or group of pupils that is sufficiently severe or pervasive to have the effect of disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils.
- U. Making terroristic threats against school officials or school property, or both.

UNIFORM COMPLAINT PROCEDURES

Complaints that are based on allegations that the district is failing to adhere to state and federal regulations governing categorical programs, or complaints based on the allegations that the district has discriminated on the basis of ethnic group identification, religion, age, sex, color or physical or mental disability must be filed in accordance with the district's uniform complaint procedure. This policy does not preclude the individual from pursuing other remedies outside the school system. Discrimination complaints may be filed with the Assistant Superintendent, 12335 Woodside Avenue, Lakeside, CA 92040 or calling (619) 390-2601.

NONDISCRIMINATION

The district has a policy of nondiscrimination on the basis of race, color, national origin, sex or handicap. This policy applies to all students insofar as participation in programs and activities are concerned. The lack of English-speaking skills is not a barrier to admission to or participation in district programs. Reasonable accommodation is made for all handicapped students. In accordance with federal law, complaints alleging noncompliance with this policy should be directed to the district Superintendent not later than six months from the date the alleged discrimination occurred. The Assistant Superintendent shall complete the investigation of the complaint and prepare a written decision. The district's decision may be appealed to the California Superintendent of Public Instruction within fifteen days of receiving the decision.

BULLYING and CYBER BULLYING (Board Policy 5131.2)

Bullying is prohibited on school grounds, at school-sponsored or school-related activities, at school bus stops, on school buses, or through the use of technology or an electronic device. Bullying means the severe or repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of: (i) causing physical or emotional harm or damage to the other student's property; (ii) placing the other student in reasonable fear or harm to himself or his property; (iii) creating a hostile environment at school; (iv) infringing on the rights of the other student; or (v) disrupting the education process or orderly operation of the school.

SEXUAL HARASSMENT *Sexual harassment is illegal and is considered a form of sexual discrimination under the Civil Rights Act Title VII, Civil Rights Act of 1991 and Title IX of the Education Amendments of 1972.*

All students have a right to be educated in an environment free from sexual harassment. The governing board prohibits the unlawful sexual harassment of any student by any employee, student or other person in or from the district. Any incident of sexual harassment will be immediately reported to the principal/designee, a district administrator, or the Assistant Superintendent. All complaints of sexual harassment will be investigated in confidence and promptly resolved. "Sexual Harassment" means unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature when:

1. Submission is the condition of a student's academic status or progress, the basis for academic decisions or is used as a basis for any decision affecting the student regarding benefits, services, honors or activities.
2. It creates a negative impact on the student's performance or creates a hostile school environment.

Other examples of sexual harassment are, but not limited to:

1. Unwelcome staring, jeering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Unwelcome graphic verbal comments about an individual's body or an overly personal conversation.
4. Unwelcome sexual jokes, stories, drawings, pictures or gestures.
5. Unwelcome spreading of sexual rumors.
6. Unwelcome touching of an individual's body or clothes in a sexual way.
7. Limiting academic or student activity privileges for unwanted sexual conduct from students or staff.
8. Displaying sexually suggestive objects in the educational environment.

Sexual harassment may occur student to student, staff to student, student to staff, female to male, male to female, male to male, or female to female.

Confidentiality

Every effort shall be made to protect the privacy of parties involved in any complaint. Files pertaining to complaints investigated are confidential and therefore will only be

discussed on a need to know basis as a means of investigating and resolving the matter.

Retaliation

The district forbids retaliation against anyone who reports alleged harassment.

Complaints and Resolutions – Procedures

Students who perceive comments, gestures, or actions to be offensive should directly inform the person engaging in such conduct that such conduct is offensive and must stop. In the event the matter is not resolved informally within a reasonable period of time following the act or condition, giving rise to the complaint, the student should submit verbally or in writing to a teacher or an administrator. Complaints must be filed within 10 school days after the complainant knew or should have known of the circumstances, which gave rise to the complaint. Late filed complaints will be processed at the discretion of the district. This does not preclude the individual from pursuing other remedies outside of the school system (i.e. civil litigation or a restraining order).

Sexual harassment or discrimination complaints can be filed with a teacher, administrator, Title IX Coordinator, or Assistant Superintendent for Education Services, at 12335 Woodside Avenue, Lakeside, CA 92040, or called to (619) 390-2601.

PROMOTION REQUIREMENTS

District policy states that diplomas will be awarded to those eighth grade students who are in "good standing". This is indicated by:

1. A cumulative grade point average (GPA) of 1.5 or higher for all classes (6-8) taken in the district for which a grade is recorded

AND

2. A GPA of at least 1.5 during the eighth grade year.

Students who are not in "good standing" are considered ineligible and will advance to the high school with a certificate of attendance. Additionally, these students may not attend Field Day, the promotion dance, the promotion ceremony and other promotion activities at Tierra del Sol.

GRADING AND CHARTING PROGRESS

Report cards are issued at the end of each trimester. The following marking system is used:

Academic

A=Outstanding
B=Superior
C=Satisfactory
D=Poor
F=Failure

Citizenship

O=Outstanding
G=Good
S=Satisfactory
N=Needs Improvement
U=Unsatisfactory

Progress reports are used to inform parents of their child's progress in class. They are usually given out during the middle of each quarter, but may be handed out at any time.

ELIGIBILITY FOR SPECIAL ACTIVITIES

A number of activities are planned each year by the ASB, PTSA and/or school staff for the fun and enjoyment of students. Following is a list of some of these activities:

1. Trips to theme parks



TRUANCY

Truancy is an unexcused absence from school or class. When a student is truant, his or her parents will be contacted. **Students who are truant may become ineligible and will be assigned Saturday School.** If truancy becomes habitual, the matter will be referred to the School Attendance Review Board (SARB), an agency of the Juvenile Courts.

TRANSFERS AND WITHDRAWALS FROM SCHOOL

Any pupil changing schools must apply at the attendance office for the necessary transfer papers. A check-out sheet will be given to the student, which must be signed by all teachers and the school librarian. A copy of the checkout sheet is placed in the student's folder and the folder is forwarded to the student's new school when requested.

COURSE REQUIREMENTS AND SELECTION

All 6th, 7th, and 8th grade students will take the required subjects as outlined in the California State Frameworks. These subjects include language arts-literature, social studies, math, science and physical education. In addition, each middle school student will participate in a variety of exploration classes through electives. Based on student needs, student may also be assigned intervention.

BEFORE / AFTER-SCHOOL ACTIVITIES

Before school, students are to remain outside the campus gates until the 7:10 a.m. bell rings. After this bell rings, students are expected to be inside the central quad area, where appropriate supervision is provided. At the end of the day when school is dismissed, students staying after school must report directly to after school events. All other students will wait in exit areas until the bus or a parent arrives. Students are not allowed to wait for friends or siblings. There is no adult supervision before 7:10 a.m. or after 2:10 p.m.

IDENTIFICATION (I.D. CARD)

The school issues one plastic-covered I.D. card at no cost to all students. **Students should have their I.D. card in their possession at all times.** I.D. cards are required for dance admittance, to check out library books, equipment and for other school activities.

Replacement I.D. cards are required and available from the librarian for a \$3.00 fee.

SCHOOL YEARBOOK

The school yearbook is a record of the events of the year. It is prepared by the Yearbook Class/ Club and all students are encouraged to save their money to buy a yearbook early as the price increases later in the year. Yearbooks are distributed at the end of the school year. At that time, any students who are ineligible due to outstanding books or fines may have their yearbook held until debts are paid.

*** Tds Tidbits ***

MAIN OFFICE

The main office is open to students from 7:10 a.m until 2:10 p.m. Students and parents may also check-in to see the attendance clerk, health clerk, principal or assistant principal.

During class time, students must have a signed planner pass for the Main Office. Students who visit the office are expected to conduct business promptly and quietly.

COUNSELING OFFICE

Our school counselors are available in the counseling office to assist students. Information and advice regarding programs, graduation, and courses of study may be obtained from the counselor. The counseling office is open all day, and students are welcome to make appointments for any reason. Passes to visit the counselor during class time are available from the counselor or students' teachers.

Schedule changes are a counseling office matter and must be initiated by a staff member or parent. A change will be made only when there is no alternate solution, and all parties to the move have been consulted.

Tierra del Sol is also fortunate to have a peer mediation program (PALS) that supports students in resolving conflicts with others.

LIBRARY

The library is open every school day and is a learning place for everyone. Students are expected to be considerate and adhere to the following library rules:

1. Enter the library in an orderly manner.
2. When in the library speak in a whisper.
3. All school rules apply in the library.
4. Be courteous to others and respect their property.
5. Eating is not allowed in the library.

Students may check out three (3) books at a time, and are expected to return the books on the date they are due. Library books are checked out for a period of two (2) weeks, and some textbooks are available to borrow overnight. A book may be renewed as many times as the student desires, unless the book is reserved by another student. Books more than 30 days late are considered lost. Payment must be made for lost or damaged books before the borrower will be permitted to check out other books or materials. Report cards and Certificates of Promotion shall be held in June until all textbook and other library fees are cleared.

LOST AND FOUND

Students must assume sole responsibility for loss or damage to any property belonging to them. The school will try to protect personal properties, but is not responsible for them. Found articles should be turned in at the main office. Found clothing will be placed on the rack near building C. Periodically all unclaimed articles will be given to charity. Lost books may be turned in or claimed at the library.

HEALTH SERVICES

The Health Office is located in the main office building. The Health Clerk is available for administering basic first aid, maintaining health records and assisting students as needed.

ALL medications (prescription and non-prescription) must remain in the Health Office. Prescription medications can only be dispensed by the Health Clerk with written authorization from a certified physician. Non-prescription

medications can be administered when verified with written parent permission.

When an illness or injury occurs at school, students should request a planner pass to the health office from a teacher. The health clerk may administer basic first aid. If the student needs further treatment or care and requires transportation home or to a doctor, contact with the parent or other designated person will be made.

All accidents occurring in the school buildings, on school grounds, at practice sessions and workshops or athletic events sponsored by the school must be reported to the person in charge and to the health clerk immediately.

TELEPHONES

The telephone in the main office is available for **emergency use only**. In order to minimize classroom disruptions, office staff can deliver only emergency messages to students. All other non-emergency messages should be arranged before or after school hours.

CELL PHONES and I PODS (MP3 PLAYERS)

Per Lakeside School Board Policy, students are allowed to have cell phones on campus provided that:

- 1) Cell phones remain OFF during school hours (7:35 AM – 1:55 PM).
- 2) Cell phones are to remain in backpacks during school hours.
- 3) MP3 players (ex. I pods) are not allowed during passing period or lunch time.
- 4) In an effort to promote school safety and to enhance learning, modifications to these rules may be made at the discretion of teachers or administration.

Students who fail to follow these rules will have their cell phone confiscated and given a warning. After the warning, confiscated cell phones will be taken to the office for parents to pick up. After the fourth time, students will not be allowed to have their cell phone in their possession during school hours. MP3 players are only allowed at the discretion of the teacher. **The school is not responsible for lost or stolen cell phones or MP3 players.**

CAFETERIA SERVICES/SNACK BAR

Hot lunches and snacks are provided for students who wish to purchase them. Free and reduced price lunches are available for qualified families. Applications are available through the health office. Student accounts are available for parents who wish to pay ahead for student lunches.

PHYSICAL EDUCATION

Gym clothing and athletic shoes are required for all students. The recommended uniform may be purchased from the P.E. teachers. Each student is expected to dress and participate in P.E. daily. P.E. lockers are considered school property and may be searched at any time for the health and safety of students.

All items of value should be locked in P.E. lockers while students are in P.E. The school is not responsible for

items not locked up appropriately. The school will try to protect personal properties, but is not responsible for lost or stolen items.

P.E. EXCUSES

Students who are to be excused from participation in P.E. for a period longer than three days must have a written excuse from a doctor. The length of time the excuse is to be valid should be noted. The medical excuse should be taken to the Health Clerk before school. Students on medical leave will still be expected to dress out.

Dress Code

A. Board Policies:

BP 5132 Students

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide.

(Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

AR 5132 Students

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Uniforms

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting.

(Education Code 35183)

Regulation LAKESIDE UNION SCHOOL DISTRICT

approved: September 17, 2012 Lakeside, California

B. Staff Training

Routine and Emergency Disaster Procedures: Drills

Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
(Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools.

(Code of Regulations, Title 5, Section 550)

- Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
- Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- Evacuation areas will be established away from fire lanes.
- Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
- The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

- The Fire Alarm can be heard by all staff and students.
- Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
- Evacuation areas will be established away from fire lanes.
- Teachers and students are staged in an orderly fashion away from fire lanes.
- Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
- Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Active Shooter/Lockdown Drills

LUSD does not conduct active shooter lockdown drills. Lockdown drills in general are permitted and local law enforcement is available to be on campus to evaluate our lockdown drills.

Active Shooter Drill Assessment Sheet

Team Member _____ Building _____

| Room | Door Barricade | Windows Covered | Lights | Interior Barricade | Teacher/ Students behind Barricade | PE at Gates | All Clear Code | Evacuation Yes/No |
|------|----------------|-----------------|--------|--------------------|------------------------------------|-------------|----------------|-------------------|
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Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Lakeside Union School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Lakeside Union School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of San Diego County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References - State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service 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 county, city, city and county, state agency or public district, excluding aliens legally employed.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A disaster is defined as sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a

flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in San Diego County assumes seismic risk because the County is within an area of high seismicity.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

EMERGENCY RESPONSE:

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.

Send search and rescue team to look for trapped students and staff.

Post guards a safe distance away from building entrances to assure no one re-enters.

Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.

Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.

☐ Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

☐ Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.

☐ Check for injuries, and render First Aid.

☐ After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.

☐ Check attendance at the assembly area. Report any missing students to principal/site administrator.

☐ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

☐ Stay alert for aftershocks

☐ Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

☐ Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.

☐ After shaking stops, check for injuries, and render first aid.

☐ Check attendance. Report any missing students to principal/site administrator.

☐ Stay alert for aftershocks.

☐ Keep a safe distance from any downed power lines

☐ Do NOT re-enter building until it is determined to be safe.

☐ Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

☐ Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.

☐ Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.

☐ Notify fire department and utility company of suspected breaks in utility lines or pipes.

☐ If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.

☐ Notify District Office, who will inform public information media as appropriate.

ADDITIONAL STEPS FOR THE SCHOOL:

| <u>Earthquake Size Descriptions</u> | | |
|--|--------------------------|--------------------------|
| Descriptive Title | Richter Magnitude | Intensity Effects |

| <u>Earthquake Size Descriptions</u> | | |
|--|--------------------------|---|
| Descriptive Title | Richter Magnitude | Intensity Effects |
| Minor Earthquake | 1 to 3.9 | Only observed instrumentally or felt only near the epicenter. |
| Small Earthquake | 4 to 5.9 | Surface fault movement is small or does not occur. Felt distances of up to 20 or 30 miles from the epicenter. May cause damage. |
| Moderate Earthquake | 6 to 6.9 | Moderate to severe earthquake range; fault rupture probable. |
| Major Earthquake | 7 to 7.9 | Landslides, liquefaction and ground failure triggered by shock waves. |
| Great Earthquake | 8 to 8+ | Damage extends over a broad area, depending on magnitude and other factors. |

Levels of Response

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with LUSD to respond. The affected Cities and the County of San Diego will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Diego County will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

District and Parent Responsibilities for Students

DISTRICT RESPONSIBILITY

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

- Until regular dismissal time and released only then if it is considered safe, OR
- Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
 - a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
 - b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

Emergency Response Procedures

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for-but not limited to-the following emergencies:

- Fire
- Peacetime Bomb Threat
- Chemical Accident
- Explosion or Threat of an Explosion
- Following an Earthquake
- Other similar occurrences that might make the building uninhabitable
- At the onset of an Active Shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

- Severe Windstorm (short warning)
- Biological or Chemical Threat

- Sniper Attack
- Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- Inside school buildings
 - Immediately TAKE COVER under desks or tables and turn away from all windows
 - Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
- Outside of School Buildings
 - Earthquake: move away from buildings
 - Take a protective position, if possible
- Explosion/Nuclear Attack:
 - Take protective position, OR,
 - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious route

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Earthquake

DROP, COVER, AND HOLD

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of

aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Near A School Building:

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Determine if EVACUATION of school site is necessary.
- ☐ Contact local fire department (call 911) to determine the correct action for your school site.
- ☐ If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION.
- ☐ Direct inspection of premises to assure that all students and personnel have left the building.
- ☐ Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- ☐ Monitor radio station for information.
- ☐ Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- ☐ If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- ☐ Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- ☐ Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

Fire In A School Building:

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Sound the fire alarm to implement EVACUATION of the building.
- ☐ Immediately EVACUATE the school using the primary or alternate fire routes.
- ☐ Notify the Fire Department (call 911).

- ☐ Direct search and rescue team to be sure all students and personnel have left the building.
- ☐ Ensure that access roads are kept open for emergency vehicles.
- ☐ Notify District Office of situation.
- ☐ Notify appropriate utility company of suspected breaks in utility lines or pipes.
- ☐ If needed, notify bus dispatch for OFF-SITE EVACUATION.
- ☐ Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- ☐ EVACUATE students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- ☐ Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Power Outage / Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.

- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Shelter-In-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- **LISTEN.** Remain quiet to hear critical instructions from school officials.
-If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Bomb Threat

**Most likely, threats of a bomb or other explosive device
will be received by telephone.**

THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

- When will the bomb explode and where is the bomb located?
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call 9-1-1. Give the following information:
 - Your name -Your call-back phone number
 - Exact street location with the nearest cross street
 - Nature of incident
 - Number and location of people involved and/or injured
- Notify Superintendent's Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.

- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance

BOMB THREAT REPORT FORM

Lakeside Union School District

| | | | | | | | | | | |
|---|--|---|-----------------------------|----------------|--|--|-----------------------|---------------|--|--|
| School: Tierra del Sol Middle School | | | Time Call Received: | | | | Call Taken By: | | | |
| Date: | | | Time Caller Hung Up: | | | | Title: | | | |
| | | | Caller ID Info (*69) | | | | | | | |
| Questions to Ask: | | Exact Wording of Threat: " " | | | | | | | | |
| 1. When will the bomb explode? | | Caller's Voice: (circle all that apply) | | | | Caller's Language: (circle all that apply) | | | Background Sounds: (circle all that apply) | |
| 2. Where is the bomb right now? | Calm | Nasal | Deep Breathing | Cracking Voice | Well Spoken | Educated | | Street Noises | Crockery | |
| 3. What does it look like? | Angry | Stutter | Disguised | Accent | Foul | Message Taped? | | Voices | PA System | |
| 4. What kind of bomb is it? | Excited | Lisp | Serious | Used Slang | Message Read? | Young (child) | | Music | House Noises | |
| 5. What will cause it to explode? | Slow | Raspy | Incoherent | Joking | Young (adult) | Middle Aged | | Motor | Office | |
| 6. Did you place the bomb? | Rapid | Deep | Slurred | Distinct | Old | | | Factory | Machinery | |
| 7. Why? | Soft | Ragged | Clearing Throat | Normal | Caller Demographics (circle one) | | | Animal Noises | Clear | |
| 8. How did the bomb get in the school? | Loud | Laughter | Crying | Frightened | Male | Female | Unknown | Static | Local | |
| 9. Where are you calling from? | If voice is familiar, who did it sound like? | | | | Approximate Age: | | | Long Distance | Cell Phone | |
| 10. What is your name, address, phone? | Other Observations: | | | | | | | | | |

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what their purpose is for being on campus.
- Advise intruder of the trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at brunch or lunch time:

- Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- Spread SHELTER IN PLACE or LOCKDOWN alarm throughout rest of school as appropriate.

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage: All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

Hostage Situation

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- ☐ Call 911. Provide all known essential details of the situation:

- Number of hostage takers and description

- Type of weapons being used

- Number and names of hostages

- Any demands or instructions the hostage taker has given

- Description of the area

- ☐ Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.

- ☐ Protect building occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both) for all or parts of the building.

- ☐ Secure exterior doors from outside access.

- ☐ When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.

- ☐ Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.

- ☐ Identify media staging area, if appropriate. Implement a hotline for parents.

- ☐ Account for students as they are evacuated.

- ☐ Provide recovery counseling for students and staff.

STAFF ACTIONS:

- ☐ If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.

- ☐ Alert the principal/site administrator.

- ☐ Account for all students.

Lockdown: Active Shooter

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the building. The concept of LOCKDOWN is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

LOCKDOWN is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire • Rabid animal at large • Extreme violence outside the classroom

LOCKDOWN differs from SHELTER-IN-PLACE because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example:

"Attention please. We have an emergency situation and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.

Call 911. Provide location, status of campus, all available details of situation.

When clearance is received from appropriate agencies, give the ALL CLEAR instruction to indicate that it is safe to unlock the doors and return to the normal class routine.

Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.

Immediately lock doors and instruct students to lie down on the floor.

Close any shades and/or blinds if it appears safe to do so.

Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

Move quickly and quietly to the closest safe classroom.

If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room.

Remain quiet until further instructions are provided by the principal or police.

Poisoning, Chemical Spills, Hazardous Materials

POISONING

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.

Provide list of potentially affected students and staff to responding authorities.

Provide staff with information on possible poisonous materials in the building.

Notify District Superintendent of situation and number of students and staff affected.

Confer with Department of Health and Human Services before the resumption of normal school activities.

Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- ☐ Notify principal/site administrator.
- ☐ Call the Poison Center Hotline 1-800-222-1222.
- ☐ Administer first aid as directed by poison information center.
- ☐ Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- ☐ Keep poisonous materials in a locked and secure location.
- ☐ Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- ☐ Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

ADDITIONAL STEPS FOR THE SCHOOL:

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place Protocol
- Secure the area (block points of entry)

- Identify the chemical and follow the procedures for that particular chemical.
- Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the Todd Owens with the following information:
 - Date, time, and exact location of the release or threatened release
 - Name and telephone number of person reporting
 - Type of chemical involved and the estimated quantity
 - Description of potential hazards presented by the spill
 - Document time and date notification made
 - Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have present, should the need arise
- Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
- If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at 619.390.2600. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Solvents
- Motor Oil
- Diesel Fuel
- Kerosene
- Anti-Freeze
- Airborne Gases/Fumes
- Lacquer Thinner

- Paint
- Agricultural Spray
- Paint Thinner
- Stain
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the Todd Owens

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if possible.

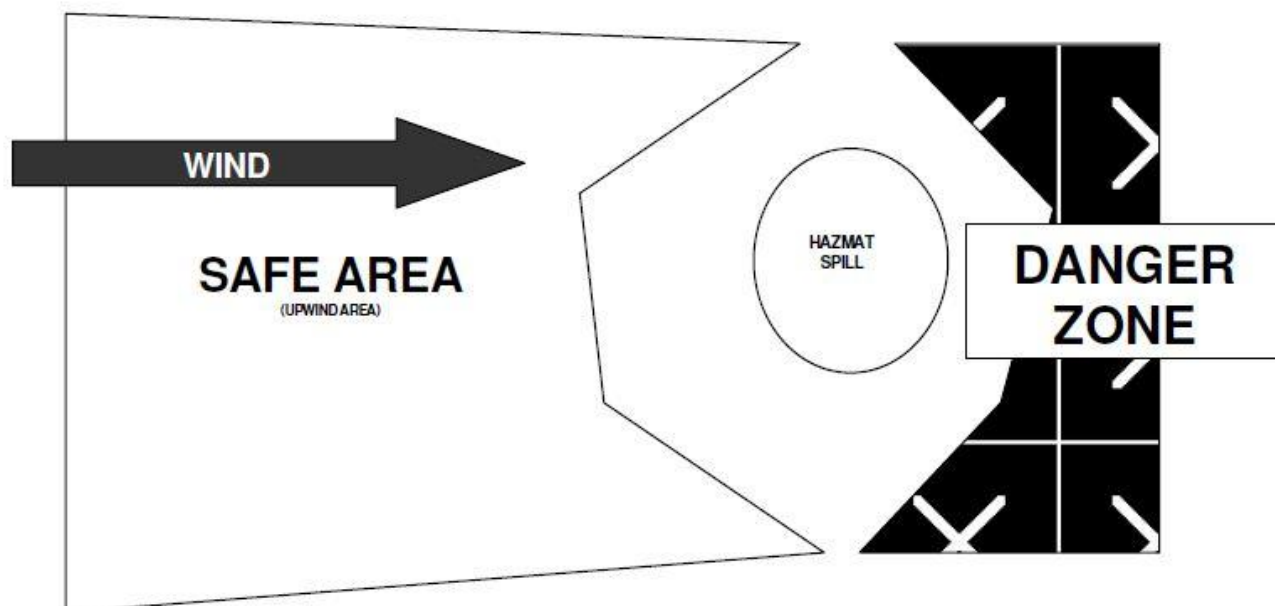
VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- Date, time, and exact location of the release
- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.



Emergency Evacuation Procedures

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.

- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Medical Emergencies

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator

PRINCIPAL ACTIONS:

- Assess the victim - call 911 if appropriate
- Assign a staff member to meet rescue service and show them when the injured person is located
- Assemble emergency care and contact information of the injured person
- Monitor medical status of the injured person - even when taken to the hospital
- Assign a staff person to stay with the injured person - even if taken to the hospital
- Notify parents/guardian if the injured person is a student
- Advise staff of the situation, follow up with the parents
- Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

STAFF ACTIONS:

- ☐ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- ☐ Notify Principal/Site Administrator.
- ☐ Stay calm. Keep individual warm with a coat or blanket.
- ☐ Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- ☐ Do not give the individual anything to eat or drink.

OTHER EMERGENCY ACTIONS:

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage and Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

| TRIAGE Priorities | |
|-------------------------------------|--|
| Highest Priority - RED TAG | |
| 1. | Airway and breathing difficulties |
| 2. | Cardiac arrest |
| 3. | Uncontrolled or suspected severe bleeding |
| 4. | Severe head injuries |
| 5. | Severe medical problems |
| 6. | Open chest or abdominal wounds |
| 7. | Severe shock |
| Second Priority - YELLOW TAG | |
| 1. | Burns |
| 2. | Major multiple fractures |
| 3. | Back injuries with or without spinal cord damage |
| Third Priority - GREEN TAG | |
| 1. | Fractures or other injuries of a minor nature |
| Lowest Priority - BLACK | |
| 2. | Obviously mortal wounds where death appears reasonably certain |
| 3. | Obviously deceased |

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self and direct all patients who can walk to gather and remain in a safe place. Tag these people GREEN
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag BLACK (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag RED (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag RED
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess
- If patient cannot follow simple commands, tag RED
- If patient can follow simple commands, they will be tagged YELLOW or GREEN
- This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Suicide

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's

- | | |
|----------|--|
| Listen | to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance. |
| Observe | the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says. |
| Ask | whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is. |
| GET HELP | by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself. |
| STAY | with the person. Take the person to a CRT member and stay with that person for awhile. The person has placed trust in you, so you must help transfer that trust to the other person. |

Don'ts

- | | |
|-------|--|
| Don't | leave the person alone for even a minute. |
| Don't | act shocked or be sworn to secrecy. |
| Don't | underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden. |
| Don't | let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help. |
| Don't | take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person. |

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and call 9-1-1 for local emergency services.
Note: A casualty is a victim of an accident or disaster.
- Identify the problem and give the school address.
- Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- Determine if problem will continue or if it is over.
- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene.
- Contact Superintendent to determine need to send students home.

| PARAMEDIC TAG # | VICTIM NAME | STUDENT ID # | TIME OF DEPARTURE | Hospital |
|--------------------|-------------|-----------------|----------------------|----------|
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Signed _____ Date _____
Tierra del Sol Middle School Comprehensive Safety Plan

Bio Terrorism

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- ☐ Notify principal.
- ☐ Move students away from immediate vicinity of danger (if outside, implement Take Cover).
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- ☐ Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate SHELTER IN PLACE.
- ☐ Shut off HVAC units.
- ☐ Move to central location where windows and doors can be sealed with duct tape.
- ☐ Call 911. Provide location and nature of the emergency and school actions taken.
- ☐ Notify District Superintendent of the situation.
- ☐ Turn on a battery-powered commercial radio and listen for instructions.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- ☐ Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- ☐ Notify principal or site administrator.
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- ☐ Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
- ☐ Follow standard student assembly, accounting and reporting procedures.
- ☐ Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger.
- ☐ Move up-wind from the potential danger.
- ☐ Call 911. Provide exact location and nature of emergency.
- ☐ Designate security team to isolate and restrict access to potentially contaminated areas.
- ☐ Wait for instructions from emergency responders-- Health or Fire Department.
- ☐ Notify District Superintendent of the situation.
- ☐ Arrange for immediate psychological counseling for students and staff.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- ☐ Wash affected areas with soap and water.
- ☐ Immediately remove and contain contaminated clothing
- ☐ Do not use bleach on potentially exposed skins.
- ☐ Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

ADDITIONAL INFORMATION:

Anthrax Threat

How to identify suspicious letters or packages:

Some characteristics of suspicious letters or packages include the following:

- Excessive postage
- Handwritten or poorly typed addresses
- Incorrect titles
- Title, but no name
- Misspellings of common words
- Oily stains, discolorations or odors
- No return address
- Excessive weight
- Lopsided or uneven envelop
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Visual distractions
- Ticking sound
- Marked with restrictive endorsements, such as "Personal" or "Confidential."
- Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax"

- Do not shake or empty the contents of any suspicious envelop or package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then leave the room and close the door, or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

- Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- Leave the room and close the door or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

- Turn off local fans or ventilation units in the area.

- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- Move upwind, uphill, upstream.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- Shut down air handling systems in the building if possible.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Food Borne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with food borne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

INVENTORY

Tierra del Sol Middle School
N/A

| Current Useable Inventory | | | Inventory Used by Mass Prophylaxis Center | |
|---------------------------|------------------|------------|---|----------|
| Date Inventory Taken: | | | Date Inventory Taken | |
| Description | Quantity on Hand | Check mark | Quantity Used | Comments |
| Paper Goods | | | | |
| Toilet Paper | | | | |
| Hand Towels | | | | |
| Sanitary Seat Covers | | | | |
| Other | | | | |
| Liquid Soap | | | | |
| Sanitary Supplies | | | | |
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The signatures of both school personnel & center Manager verifies materials used and will be reimbursed.

Lakeside Union School District Site Personnel Signature

Mass prophylaxis center Manager Signature

Date

Date

Incident Command System

Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called Management, Planning, Operations, Logistics, and Finance/Administration.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the Incident Commander or School Commander.

No one person should be supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under Operations, however.

Common terminology:

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known before a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording.

How ICS Functions

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- reduces the incidence of ineffective coordination and communications, and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

Primary Incident Command System Functions:

Incident/School Commander (The "leader")

The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Lakeside Union School District. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The "thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

Logistics Section (The "getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

Unified Command Structure

Unified Command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a

valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

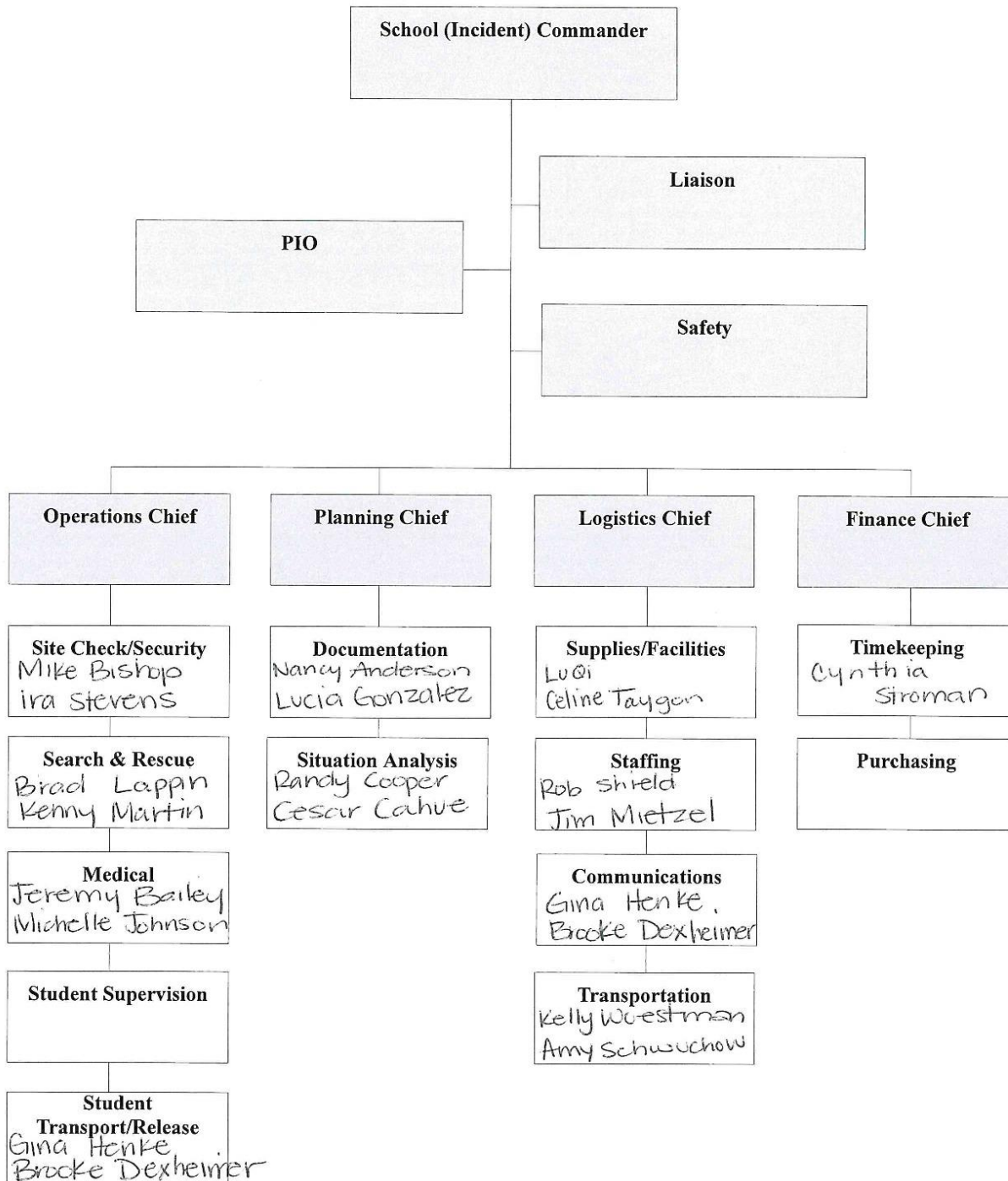
- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilitates

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

The following chart is an example of an Incident Command Structure.

Tierra del Sol Middle School ICS TEAM



Staging Areas

Command Posts

Primary: Front Parking Lot

Secondary: Front Office

Mass Care Centers

Primary: Front Office/ Nurse Station

Secondary: Library

Evacuation Centers

On Campus: Grass field/Football Field

Off Campus: OLPH Church- 13208 Lakeshore Dr. Lakeside, CA 92040 VFW Carter-Smith Post
5867- 12650 Lindo Lane Lakeside, CA 92040

Emergency Response Teams

| Operations | | |
|-----------------|---------------|------------------|
| Team | Team Leader: | Staff: |
| Security | Mike Bishop | Ira Stevens |
| Search & Rescue | Brad Lappin | Kenny Martin |
| Medical | Jeremy Bailey | Michelle Johnson |
| Student Release | Gina Henke | Brooke Dexheimer |

Injury/Health Emergency

Student Staging Area Teams:

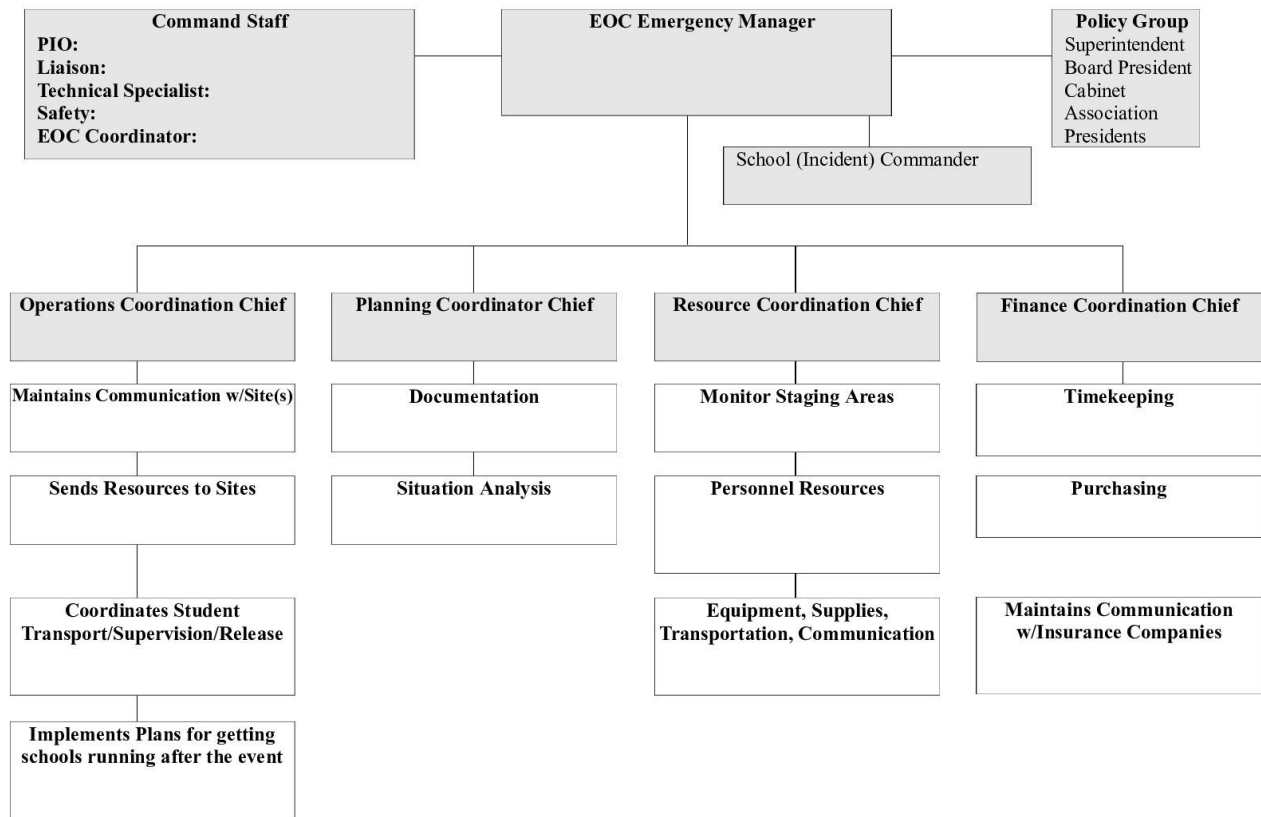
| Locations | Team Leader: | Staff: |
|-----------|--------------|------------------|
| | Gina Henke | Brooke Dexheimer |

| Planning | | |
|---------------------|-----------------|------------------|
| Team | Team Leader: | Staff |
| Documentation | Nancy Anderson | Lucia Gonzalez |
| Situation Analysis | Randy Cooper | Cesar Cahue |
| Logistics | | |
| Team | Team Leader: | Staff: |
| Supplies/Facilities | Lu Qi | Celine Taygon |
| Staffing | Rob Shield | Jim Mietzel |
| Communication | Gina Henke | Brooke Dexheimer |
| Transportation | Kelly Woestman | Amy Schwuchow |
| Finance | | |
| Team | Team Leader: | Staff: |
| Timekeeping | Cynthia Stroman | |
| Purchasing | | |

District Emergency Directory

| Name | Phone Number |
|------------------|----------------|
| Todd Owens | (619) 507-9890 |
| Natalie Winspear | (619) 402-0605 |
| Lisa DeRosier | (619) 415-1367 |
| Andy Johnsen | (619) 592-9981 |
| Kim Reed | (619) 357-9902 |
| Erin Garcia | (619) 592-9315 |
| Stacy Coble | (619) 981-1600 |
| Hee-Jin Peterson | (818) 458-7406 |
| Jim Rosa | (619) 675-5380 |
| Steve Mull | (619) 838-7511 |
| Jaime Gonzalez | (619)746-0148 |
| Staci Arnold | (619) 709-3062 |
| Nina Drammissi | (619) 249-5963 |
| Grace Cox | (760) 419-4610 |
| Leslie Hardiman | (619) 288-2580 |
| Tessa Green | (702) 461-0618 |
| Keith Keiper | (818) 522-7160 |

District Emergency Operations Center



Emergency Communications

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a school:

Internal communications will be via:

- Public address systems
- Emails
- Message runner
- District telephone/emergency radio to administration offices

External communications will be via:

- The main communications network
- News bulletins, as needed, by appointed personnel only

Emergencies affecting two or more schools:

n-district communications will be via:

- Telephone, if operable
- District internal communications
- Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

Working with the news media:

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas.

Staff are to report any news media personnel that appear elsewhere on campus.

| Lakeside Union School District EOC Message Form | | | |
|--|--|---|---|
| Date | Priority (Circle one) <div style="display: flex; justify-content: space-around;"> EMERGENCY URGENT ROUTINE </div> <div style="display: flex; justify-content: space-around;"> (Life Threatened) (Property Threatened) (All Others) </div> | | |
| Time | | | |
| TO | Name _____ Title _____ Location _____ | FROM | Name _____ Title _____ Location _____ |
| Check One Take Action For Information Other _____ | | | |
| <u>Category</u> | <u>Number</u> | <u>Description</u> | |
| A. | # _____ | Fatalities | |
| B. | # _____ Minor | Injuries Minor: In need of First Aid attention only | |
| C. | # of Injured # _____ Major | Injuries (Ambulance) Major: Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock. Moderate: Burns, major multiple fractures, Back injuries with or without spinal cord damage | |
| D. | Circle one Major Moderate Minor | Property Damages Major damage: building collapse, building leaning, major ground movement causing large cracks in ground. Moderate damage: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines). Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows. | |
| E. | ___ Ambulance ___ PG&E ___ Other | Resources Needed ___ Other: (describe) | |
| Transmit only the data within the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate. | | | |
| Additional Information: | | | |
| Disposition: | | | |
| Action Requested By: (Name) | | Time Action provided: | |

Media Contact Information

Television Stations

KGTV (ABC)

KUSI

Fax Numbers

(619) 527-8906

(858) 571-5151

Telephone

(619) 237-6383

(858) 571-5711

Radio Stations

Z90

Fax Numbers

(858) 888-7000

Telephone

(858) 888-7000

Newspapers

Union Tribune

Fax Numbers

Telephone

(619) 299-3131

Recovery

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, San Diego County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the San Diego County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

| | | |
|----------------------------------|------------------------|----------------|
| Mental Support Resource Contact: | Dr. Patricia Fernandez | (619) 457-2033 |
| Social Support Resource Contact: | Dr. Patricia Fernandez | (619) 457-2033 |

Appendices

Annual Emergency Awareness/Preparedness Checklists & Forms

The following topics highlight areas of school operations, maintenance, security, and personnel that may pose opportunities for risk reduction. Use this checklist as a proactive tool to generate awareness over the potential for terrorist acts, at a time when it is needed most.

The recommendations contained in this checklist are not intended to represent or to replace a comprehensive school security program. Such a program would include much more. Many of the procedures included in the checklist are routine in districts with full time security operations. Whether your school district has full-time security coverage, or has minimal security resources, these recommendations may be used as a focal point around which to build an appropriately renewed sense of awareness.

The following are designed to use on an annual basis to meet emergency preparedness requirements. Districts may already have their own forms and can substitute those if desired.

**Tierra del Sol Middle School
Safety Plan Annual Drill Report
2020 - 2021**

| Date | Time | | Please place a check mark below for which drill has been completed. | | | | | Principal's Signature |
|------|-------|-----|---|------|------------|----------------|--------------|-----------------------|
| | Start | End | Radio Communications | Fire | Earthquake | Active Shooter | Other Drills | |
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ANNUAL DISASTER SERVICE WORKER SURVEY
2020 - 2021

| General Information | | |
|---|--|---------------------------------------|
| 1. Name | | |
| 2. Position | | |
| 3. Location | | |
| 4. Work | | |
| 5. Home Phone | | |
| Specialized Skills | | |
| 1. Bilingual? | | If yes, Language(s): |
| 2. CPR Certified? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 3. First Aid Certified? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 4. CERT (Trained?) | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| 5. Simple Triage/Rapid Assessment Trained? | | If yes, Expiration Date: |
| | | If no, are you willing to be trained? |
| Personal Responsibilities | | |
| 1. Children? | | If yes, ages: |
| 2. Special Needs? | | If yes, please describe: |
| 3. Elderly parents? | | Comments: |
| 4. Pets? | | Comments: |
| 5. Other caregivers available? | | Comments: |
| 6. Other | | |
| In an Emergency -- Confidential | | |
| 1. Anything you want us to know? Special Needs? Medications? | | |
| 2. Other: | | |

AMERICAN RED CROSS

RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

Introduction

What to Store

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

Budget

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

How Much to Store

Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

Storage

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water

in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Recommended Supplies

The following lists address classroom kits, supplies for the whole school and Search & Rescue gear.

Classroom Kit

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Crow bar
- Space blankets: 3
- Tarp ground cover
- Student accounting forms (blank)
- Student emergency cards
- Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)
- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries

- Push broom (if classroom includes wheel chairs)

Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food

Water

- 1/2 gallon per person per day times three days, with small paper cups

First Aid

- Compress, 4 x 4": 1000 per 500 students
- Compress, 8 x 10": 150 per 500 students
- Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, small, medium, large
- Butterfly bandages: 50 per campus
- Water in small sealed containers: 100 (for flushing wounds, etc.)
- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- Scissors (paramedic): 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First aid books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pairs

Sanitation Supplies (if not supplied in the classroom kits)

- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- Soap and water, in addition to the wet wipes, is strongly advised.

Tools per Campus

- Barrier tape, 3" x 1000": 3 rolls
- Pry bar
- Pick ax
- Sledge hammer
- Shovel
- Pliers
- Bolt cutters
- Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench: 1 per utility

Other Supplies

- Folding tables, 3' x 6': 3-4
- Chairs: 12-16
- Identification vests for staff, preferably color-coded per school plan
- Clipboards with emergency job descriptions
- Office supplies: pens, paper, etc.
- Signs for student request and release
- Alphabetical dividers for request gate
- Copies of all necessary forms

- Cable to connect car battery for emergency power

Food

- The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

Search & Rescue Equipment

Training on how to do light Search & Rescue is required—contact your local fire department for information on whether such training is offered in your community.

Protective Gear per S&R Team Member

- Hard hat, OSHA approved
- Identification vest
- Leather work gloves
- Safety Goggles
- Dust mask
- Flash light, extra batteries
- Duffel or tote bag to carry equipment

Gear per S&R Team

- Backpack with First Aid supplies
- Master Keys

Homeland Security Advisory System



Homeland Security Advisory System (Adapted for San Diego County County)

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.

Threat Conditions and Recommended Protective Measures

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

**GREEN:
LOW RISK OF
TERRORIST ATTACK**

This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

General Measures

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for "Do Not Duplicate"
- Review and update the Emergency Call-in List.

**BLUE:
GENERAL RISK OF
TERRORIST ATTACK**

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
- Test your generator once per week.

**YELLOW
SIGNIFICANT RISK OF
TERRORIST ATTACK**

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
- Test your generator once per week.

**ORANGE
HIGH RISK OF
TERRORIST ATTACK**

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
- Be alert to parent, staff, student concerns to determine when/how to communicate.
- Communication should focus on reassurance that school is a safe place
 - Reminder - schools have existing safety plans
 - Reminder - schools practice their safety procedures
 - Reminder - schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student's fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites
- Test your generator once per week.

**RED:
SEVERE RISK OF
TERRORIST ATTACKS**

A Severe Condition reflects a severe risk of terrorist attacks. Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The San Diego County County Emergency Operations Center, will be occupied initially during the first 24 hours of a RED threat level. (Continued operation will be determined on an as-need basis.)

The San Diego County County Office of Education will provide staff at the San Diego County County Office of Emergency Operations Center to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail link to ACOE, telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the ALCO EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.
 - review communication guidelines under Orange Threat Level
 - reminder - In the event of a RED threat level, school districts have a direct communication link via amateur radio to the San Diego County County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.

- Consider canceling special events.
- Consider closing campuses, if necessary.
- Maintain close contact with your local Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 2/11/21

Agenda Item:

Board Policy 3280: Sale or Lease of District-Owned Real Property

Background (Describe purpose/rationale of the agenda item):

First Reading: Policy updated to reflect **NEW LAW (SB 820, 2020)** which adds, until July 1, 2024, an exception to the requirement that boards appoint an advisory committee for the sale or lease of district-owned property if the property has not operated as an early childhood education facility or for elementary or secondary instruction, and **NEW LAW (SB 98, 2020)** which authorizes, until July 1, 2024, the proceeds from the sale or lease of property purchased entirely with local funds to be used for any one-time general fund purpose if certain conditions are met. Policy also adds material regarding the authorization for boards to meet in closed session with real property negotiators, the requirement to notify the Office of Public School Construction within 90 days if the district sells property that utilized funds received from a state school facilities program within the previous 10 years and the proceeds were not used for specified purposes, and conditions under which the State Allocation Board may require a return of the funds.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:


- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input checked="" type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Review Click here to enter text. |
| <input type="checkbox"/> Adoption | <input type="checkbox"/> Explanation: Click here to enter text. |

Originating Department/School: Superintendent's Office

Submitted/Recommended By:


Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member: _____

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY

The Governing Board believes that the district ~~should utilize its~~ facilities and resources **should be utilized** in the ~~most an~~ economical and practical manner. The Superintendent or designee shall periodically study the current and projected use of all district facilities to ensure the efficient utilization of space and the effective delivery of instruction.

(cf. 1330 - Use of School Facilities)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

(cf. 7160 - Charter School Facilities)

~~Upon determination that district property is no longer needed or may not be needed until some future time, the Board shall offer to sell or lease district-owned real property in accordance with priorities and procedures specified in law, including, but not limited to,~~ Prior to the sale or lease of any surplus real property, the Board shall appoint a district advisory committee to advise the Board regarding the use or disposition of schools or school building space which is not needed for school purposes. The Board may elect not to appoint a district advisory committee. **for any of the following:** (Education Code ~~17387-17388~~, 17391)

1. A rental of property for a period of time not exceeding 30 days
2. A lease or rental of surplus property to a private educational institution for the purpose of offering summer school
3. A sale, lease, or rental of surplus property to be used for teacher or other employee housing
4. **Until July 1, 2024, a sale or lease of surplus property that has not previously operated, or was not constructed to be operated, as an early childhood education facility or a school for elementary or secondary instruction**

(cf. 1220 - Citizen Advisory Committees)

In addition, to ensure that the proposed disposition of the property conforms with any general plan adopted by the local planning agency that affects or includes the area where the surplus property is located, the Board shall submit a report to the local planning agency describing the location of the surplus property and the purpose and extent of the proposed sale or lease. (Government Code 65402)

The Board shall determine whether the sale or lease of the surplus property is subject to review under the California Environmental Quality Act. (Public Resources Code 21000-21177; 14 CCR 15061-15062)

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

The Board may meet in closed session with its real property negotiator prior to the sale or lease of real property by the district in order to grant its negotiator authority regarding the minimum price or rent and terms of the sale or lease. (Government Code 54956.8)

(cf. 9321 - Closed Session)

When selling or leasing district real property, the Board shall comply with applicable procedures and give priority to specified public agencies as required by law. (Education Code 17230, 17464, 17485-17499; Government Code 54222)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

~~Prior to the sale or lease of any surplus real property, the Board shall appoint a district advisory committee to advise the Board regarding the use or disposition of schools or school building space which is not needed for school purposes. (Education Code 17388)~~

~~*(cf. 1220 - Citizen Advisory Committees)*~~

Resolution of Intention to Sell or Lease

Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds vote of all of its members at a regular, open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rent, describe the terms upon which it will be sold or leased, and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rent. The resolution shall fix a time, not less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which sealed proposals to purchase or lease will be received and considered. (Education Code 17466)

(cf. 9320 - Meeting and Notices)

(cf. 9323.2 - Actions by the Board)

The Superintendent or designee shall provide notice of the adoption of the resolution and of the time and place of the meeting that will be held to consider bids by posting copies of the resolution, signed by the Board, in three public places not less than 15 days before the date of the meeting. In addition, the notice shall be published at least once a week for three successive weeks before the meeting, in a newspaper of general circulation published in the county in which the district is located, if such a newspaper exists. (Education Code 17469)

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

~~The Superintendent or designee shall take reasonable steps to provide notification to the former owners of the property of the district's intent to sell it in accordance with~~ **At least 60 days prior to the public meeting, the Superintendent or designee shall take reasonable steps to provide written notification of the public meeting, by certified mail, to the former owner from the district acquired the property.** (Education Code 17470).

Acceptance/Rejection of Bids

At the public meeting specified in the resolution of intention to sell or lease property, the Board shall open, examine, and declare all sealed bids. Before accepting any written proposal, the Board shall call for oral bids in accordance with law. (Education Code 17472, 17473)

The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is in the best public interest. If no proposals are submitted or the submitted proposals do not conform to all the terms and conditions specified in the resolution of intention to lease, the Board may lease the property in accordance with Education Code 17477. (Education Code 17476, 17477)

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless **the Board accepts a higher oral bid or rejects all bids.** (Education Code 17472)

The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned/continued meeting held within 10 days. Upon acceptance of the bid, the Board may adopt a resolution of acceptance that directs the Board president, or any other Board member, to execute the deed or lease and to deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. (Education Code 17475-17478)

(cf. 1431 - Waivers)

(cf. 9320 - Meetings and Notices)

Use of Proceeds

The Superintendent or designee shall ensure that ~~the~~ proceeds from the sale or lease with an option to purchase of ~~district~~ surplus ~~district~~ property are used **for one-time expenditures and not for ongoing expenditures such as salaries and general operating expenses** ~~in accordance with law.~~ (Education Code 17462; 2 CCR 1700)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

Proceeds from a sale of surplus district property shall generally be used for capital outlay or maintenance costs that the Board determines will not recur within a five-year period. Proceeds from a lease of district property with an option to purchase may be deposited into a restricted fund for the routine repair of district facilities, as defined by the SAB, for up to a five-year period. (Education Code 17462)

~~Pursuant to the authorization in Education Code 17463.7, the district may expend proceeds from the sale of surplus real property, along with the proceeds from any personal property located on that real property, for any one-time general fund purpose(s). Prior to exercising this authority, the Board shall certify to the State Allocation Board that: (Education Code 17463.7)~~

- ~~1. The district has no major deferred maintenance requirements not covered by existing capital outlay resources.~~

~~(cf. 3111 - Deferred Maintenance Funds)~~

- ~~2. The sale of real property pursuant to Education Code 17463.7 does not violate the provisions of a local bond act.~~

~~(cf. 7214 - General Obligation Bonds)~~

- ~~3. The real property is not suitable to meet projected school construction needs for the next 10 years.~~

~~Prior to exercising this authority, the Superintendent or designee shall present to the Board, at a regularly scheduled meeting, a plan for expending these one-time resources. The plan shall identify the source and use of the funds and shall describe the reasons that the expenditure shall not result in ongoing fiscal obligations for the district. (Education Code 17463.7)~~

However, if the Board and SAB determine that the district has no anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements, the proceeds from the sale or lease with an option to purchase may be deposited in a special reserve fund for the future maintenance and renovation of school sites or in the district's general fund. (Education Code 17462)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

In addition, until July 1, 2024, if district surplus property was purchased entirely with local funds, the proceeds from the sale or lease of the property, together with any personal property located on the property, may be deposited into the general fund of the district and may be used for any one-time general fund purpose. Before exercising this authority, the Board shall: (Education Code 17463.7)

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

- 1. Submit to SAB documents certifying that the sale of real property does not violate the provisions of a local bond act and the real property is not suitable to meet projected school construction needs for the next 10 years**
- 2. At a public meeting, adopt a plan for expending one-time resources from the sale or lease of the property which identifies the source and intended use of the surplus property proceeds and describes the reasons that the expenditure will not result in ongoing fiscal obligations for the district**

Whenever the district sells real property that was purchased, improved, or modernized with funds that were received from a state school facilities funding program within the previous 10 years, the district shall notify OPSC within 90 calendar days of the sale of the property if the proceeds from the sale are not used for capital outlay and the property is not sold to a charter school, another school district, a county office of education, or an agency that will use the property exclusively for the delivery of child care and development services. If SAB subsequently makes a finding that the sale is subject to Education Code 17462.3, the district shall return the funds to the SAB within 90 calendar days of the finding. (2 CCR 1702)

Legal Reference: (see next page)

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

Legal Reference:

EDUCATION CODE

17219-17224 Acquisition of property not utilized as school site; nonuse payments; exemptions

17230-17234 Surplus property

17385 Conveyances to and from school districts

17387-17391 Advisory committees for use of excess school facilities

17400-17429 Leasing property

17430-17447 Leasing facilities

17453 Lease of surplus district property

17455-17484 Sale or lease of real property, especially:

174623 State Allocation Board program to reclaim funds

~~17463.7 Proceeds for general fund purposes~~

17485-17500 Surplus school playground (Naylor Act)

17515-17526 Joint occupancy

17527-17535 Joint use of district facilities

33050 Request for waiver

38130-38139 Civic Center Act

GOVERNMENT CODE

50001-50002 Definitions

54220-54232 Surplus land, especially:

54222 Offer to sell or lease property

54950-54963 Brown Act, especially:

54952 Legislative body, definition

PUBLIC RESOURCES CODE

21000-21177 California Environmental Quality Act

CODE OF REGULATIONS, TITLE 2

~~1700-1702 Definitions related to Surplus property; use of proceeds~~

COURT DECISIONS

San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District, (2006) 139 Cal.App. 4th 1356

ATTORNEY GENERAL OPINIONS

94 Ops. Cal.Atty.Gen. 82 (20110

Management Resources:

CSBA PUBLICATIONS

Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, September 2009

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Closing a School Best Practices Guide

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

Unused Site Program Handbook, May 2008-December 2015

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, School Facilities Planning Division: <http://www.cde.ca.gov/ls/fa>

Coalition for Adequate School Housing: <http://www.cashnet.org>

Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

Policy
adopted:
revised:

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 2/11/21

Agenda Item:

Board Policy and Administrative Regulation 3530: Risk Management/Insurance

Background (Describe purpose/rationale of the agenda item):

First Reading: Policy updated to address the basis upon which insurance decisions should be made and the provision of safety-related training and protective equipment for staff. Policy also updated to delete material regarding the removal of an insurance agent as being implicit in a governing board's authority and explicit in insurance contracts. Timeline for reporting to the board on risk management activities revised from twice a year to periodically to give boards flexibility based on district need.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input checked="" type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:

Lisa DeRosier, Executive Assistant



Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member: _____

RISK MANAGEMENT/INSURANCE

The Governing Board ~~strongly supports a risk management program that protects district resources and~~ **desires to** promotes the safety of students, staff and the public **while protecting district resources**. The Superintendent or designee shall establish a risk management program that uses effective safety and loss control practices.

The district shall strive to keep its liability at a minimum and its insurance premiums as low as possible while maintaining adequate protection **against loss which may occur due to hazards facing the district**.

To determine the most economical means of insuring the district consistent with required services, the Superintendent or designee shall annually review the district's options for obtaining coverage, including qualified insurance agents, a joint powers agency, self-insurance or a combination of these means.

Decisions regarding the means of insuring the district shall be based on a careful analysis of past claims records indicating the frequency and magnitude of losses and a prediction of future losses.

~~The Board reserves the right to remove an insurance agent of record or a participating agent whenever, in the judgment of the Board, such action becomes desirable for the best interests of the district.~~

To ~~attempt to~~ minimize the district's exposure to liability, the Board shall adopt clear policies related to discrimination, harassment, safety procedures, and the timely handling of claims. The Superintendent or designee shall ~~ensure that~~ **enforce** these policies and related procedures ~~are enforced~~ fairly and consistently. **The Superintendent or designee shall provide safety-related training and protective equipment to staff as appropriate for their position.**

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0420 – Comprehensive Safety Plan)

(cf. 3320 - Claims and Actions Against the District)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4119.11/4219.11/4319.11- Sexual Harassment)

(cf. 4132/4232/4332 – Publication or Creation of Materials)

(cf. 4157/4257/4357 – Employee Safety)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)

(cf. 4158/4258/4358 – Employee Security)

(cf. 5141.4 – Child Abuse Prevention and Reporting)

(cf. 5142 – Safety)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 6162.6 – Use of Copyrighted Materials)

(cf. 9260 - Legal Protection)

RISK MANAGEMENT/INSURANCE (continued)

The Superintendent or designee shall **periodically** report to the Board ~~annually~~ on the district's risk management activities, **including, but not limited to, the district's property and liability risks and exposures and the effectiveness of the district's risk management and loss control practices.**

Legal Reference:

EDUCATION CODE

17029.5 Contract funding; board liability

17565-17592 Board duties re property maintenance and control

32350 Liability on equipment loaned to district

35162 Power to sue, be sued, hold and convey property

35200-35214 Liabilities, especially:

35208 Liability insurance

35211 Driver training civil liability insurance

35213 Reimbursement for loss, destruction or damage of personal property

35214 Liability self-insurance

35331 Medical or hospital service for students on field trip

39837 Transportation of pupils to places of summer employment

41021 Requirement for employees' indemnity bonds

44873 Qualifications for physician (liability coverage)

49470-49474 District medical services and insurance

GOVERNMENT CODE

820.9 Board members not vicariously liable for injuries caused by district

8317 Hazardous recreational activities

989-991.2 Local public entity insurance

LABOR CODE

3200-4855 Workers' compensation

Management Resources:

WEB SITES

California Association of Joint Powers Authorities: <https://www.cajpa.org>

California Association of School Business Officials: <https://www.casbo.org>

California Department of Industrial Relations, Division of Occupational Safety and Health:
<https://www.dir.ca.gov/dosh>

Public Agency Risk Management Association: <https://www.parma.com>

Policy
adopted:
revised:

LAKE SIDE UNION SCHOOL DISTRICT
Lakeside, California

RISK MANAGEMENT/INSURANCE

Risk Management

The Superintendent or designee, **in consultation with risk management, insurance, safety, or other professionals as appropriate**, shall ~~take action to:~~

1. Identify the risks inherent in ~~the operation of~~ district operations and programs, including physical sites, educational and experiential programs, computer networks and systems, employment and staffing, and transportation services, using methods that may include, but are not limited to, physical inspections, surveys, staff interviews, compliance reviews, contract reviews, review of policies and procedures, and consultation with experts
2. ~~Assess the above risks and keep records of accidents, losses and damage~~ Analyze, evaluate, and prioritize identified risks based on the frequency and likelihood of the risk and the potential impact to the district
3. Develop strategies to reduce or mitigate identified risks, such as new or modified policies, processes, or procedures; training or loss prevention programs; and/or additional or repairs to equipment, real property, computer networks, or other physical assets
4. Implement strategies to promote safety and prevent loss, taking into account the nature of the risks, the associated exposures, and the costs and benefits associated with the proposed response
- 3-5. Mitigate **potential** risks through ~~loss control and safety-related loss~~ following an incident through activities such as **effective claims management, litigation management, disaster recovery, or a modified duty program for workers' compensation**
4. ~~Determine the extent to which risks should be assumed by the district or covered by the purchase of insurance or pooling with other districts~~

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1330 - Use of School Facilities)

(cf. 4157/4257/4357- Employee Safety)

(cf. 5142 - Safety)

The Superintendent or designee shall advise the Governing Board of any needed action requiring Board approval.

Following any incident resulting in potential or actual harm or injury to a person or damage to property, staff shall promptly document the date and time of the incident, a description of the incident, and any persons present.

RISK MANAGEMENT/INSURANCE (continued)

Employees are expected to take reasonable precautions for the care and safety of the school equipment with which they have been entrusted. Employees may be held responsible for recurring damage or losses that occur due to their negligence or lack of supervision. Responsibilities related to safety and loss control shall be included in employee job descriptions.

~~(cf. 0450—Comprehensive Safety Plan)~~
~~(cf. 1240—Volunteer Assistance)~~
~~(cf. 1330—Use of School Facilities)~~
~~(cf. 3400—Management of District Assets/Accounts)~~
~~(cf. 3430—Investing)~~
~~(cf. 3440—Inventories)~~
~~(cf. 3512—Equipment)~~
~~(cf. 3514—Environmental Safety)~~
~~(cf. 3514.1—Hazardous Substances)~~
~~(cf. 3515.4—Recovery for Property Loss or Damage)~~
~~(cf. 3516—Emergencies and Disaster Preparedness Plan)~~
~~(cf. 3541.1—Transportation for School-Related Trips)~~
~~(cf. 3543—Transportation Safety and Emergencies)~~
~~(cf. 4112.42/4212.42/4312.43—Drug and Alcohol Testing for School Bus Drivers)~~
~~(cf. 4119.42/4219.42/4319.42—Exposure Control Plan for Bloodborne Pathogens)~~
~~(cf. 4157/4257/4357—Employee Safety)~~
~~(cf. 4212.5—Criminal Record Check)~~
~~(cf. 5131.1—Bus Conduct)~~
~~(cf. 5131.61—Drug Testing)~~
~~(cf. 5141—Health Care and Emergencies)~~
~~(cf. 5141.22—Infectious Diseases)~~
~~(cf. 5142—Safety)~~
~~(cf. 6145.2—Athletic Competition)~~
~~(cf. 6153—School-Sponsored Trips)~~
~~(cf. 9260—Legal Protection)~~

Insurance

Insurance or risk pooled coverage shall include, but may not be limited to:

1. Liability insurance (Education Code 35200-35214)
2. ~~Fire insurance for buildings, equipment and vehicles~~ **Insurance against fire or other property damage** (Education Code 17565)
3. Workers' compensation insurance (Labor Code 3700)
4. Fidelity bond insurance **for employees whose duty includes handling district funds, and other employees as needed** (Education Code 41021)

~~(cf. 4154/4254/4354 - Health and Welfare Benefits)~~
~~(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)~~
~~(cf. 5143 - Insurance)~~

RISK MANAGEMENT/INSURANCE (continued)

~~A suitable bond indemnifying the district against loss shall be purchased for employees responsible for handling district funds and may be purchased for employees responsible for handling district property. The district shall bear the cost of this bonding. (Education Code 41021)~~

~~(cf. 1330—Use of School Facilities)~~

~~(cf. 4154/4254/4354—Health and Welfare Benefits)~~

~~(cf. 4156.3/4256.3/4356.3—Employee Property Reimbursement)~~

~~(cf. 4157.1/4257.1/4357.1—Work-Related Injuries)~~

~~(cf. 5143—Insurance)~~

~~(cf. 9260—Legal Protection)~~

Regulation
approved:
revised:

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 2/11/21

Agenda Item:

Board Policy 3555: Nutrition Program Compliance

Background (Describe purpose/rationale of the agenda item):

First Reading: Policy updated to reflect **NEW STATE REGULATIONS** (Register 2020, No. 21) which provide that complaints regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses should be submitted directly to the California Department of Education (CDE), and complaints alleging discrimination on the basis of race, color, national origin, sex, age, or disability should be submitted to the U.S. Department of Agriculture (USDA). Complaints regarding other program requirements or other bases for discrimination are to be investigated and resolved at the district level. Policy also deletes the USDA nondiscrimination statement that must be included on all forms of communication regarding program availability, which is now presented in the accompanying exhibit.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

☐ **Informational**

☒ **Discussion**

☐ **Approval**

☐ **Adoption**

☐ **Denial**

☐ **Ratification**

☐ **Review** Click here to enter text.

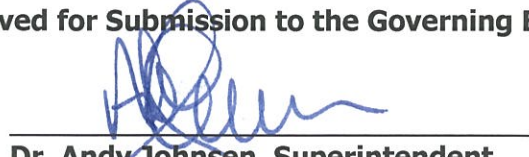
☐ **Explanation:** Click here to enter text.

Originating Department/School: Superintendent's Office

Submitted/Recommended By:


Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member: _____

NUTRITION PROGRAM COMPLIANCE

The Governing Board recognizes the district's responsibility to comply with state and federal nondiscrimination laws as they apply to the district's nutrition programs. The district shall not deny any individual the benefits or service of any nutrition program or discriminate against him/her because of his/her race, color, national origin, gender, sex, sexual orientation, disability, or on any other basis prohibited by law, in its implementation of such a program.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5030 - Student Wellness)

Compliance Coordinator

The Board shall designate a compliance coordinator for nutrition programs, who may also be the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as coordinator of the district's efforts to ensure compliance with the laws governing it's the district's nutrition programs and to investigate any related complaints. Any complaint concerning the district's nutrition programs shall be investigated using the process identified in the section entitled "Procedures" in the district's AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

The responsibilities of the compliance coordinator include, but are not limited to:

1. Providing the name of the compliance coordinator, and the Section 504 coordinator and Title IX coordinator if different from the compliance coordinator, to the California Department of Education (CDE) and other interested parties

(cf. 6164.6 - Identification and Education Under Section 504)

2. Annually providing mandatory civil rights training to all frontline staff who interact with program applicants or participants and to those who supervise frontline staff

The subject matter of such training shall include, but not be limited to, collection and use of data, effective public notification systems, complaint procedures, compliance review techniques, resolution of noncompliance, requirements for reasonable accommodation of persons with disabilities, requirements for language assistance, conflict resolution, and customer service.

NUTRITION PROGRAM COMPLIANCE (continued)

3. **Establishing admission and enrollment procedures that do not restrict enrollment of students on the basis of race, ethnicity, national origin, or disability, including preventing staff from incorrectly denying applications and ensuring that such persons have equal access to all programs**

(cf. 6159 - Individualized Education Program)

4. **Sending a public release announcing the availability of the child nutrition programs and/or changes in the programs to public media and to community and grassroots organizations that interact directly with eligible or potentially eligible participants**
5. **Communicating the program's nondiscrimination policy and applicable complaint procedures, as provided in the section "Notifications" below**
6. **Providing appropriate translation services when a significant number of persons in the surrounding population have limited English proficiency**
7. **Ensuring that every part of a facility is accessible to and usable by persons with disabilities and that participants with disabilities are not excluded from the benefits or services due to inaccessibility of facilities**
8. **Ensuring that special meals are made available to participants with disabilities who have a medical statement on file documenting that their disability restricts their diet**

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

9. **Implementing procedures to process and resolve civil rights (discrimination) complaints and program-related complaints, including maintaining a complaint log, working with the appropriate person to resolve any complaint, and referring the complainant to the appropriate state or federal agency when necessary**
10. **Developing a method, which preferably uses self-identification or self-reporting, to collect racial and ethnic data for potentially eligible populations, applicants, and participants**

(cf. 5022 - Students and Family Privacy Rights)

(cf. 5125 - Student Records)

(cf. 5145.13 - Response to Immigration Enforcement)

NUTRITION PROGRAM COMPLIANCE (continued)

~~The coordinator shall provide training on the laws, regulations, procedures, and directives related to the district's nutrition programs to district employees involved in administering them. The coordinator also shall develop procedures and systems that do not restrict the participation of individuals in the district's nutrition programs, based on their race, ethnicity, or disability, and that prevent district employees from incorrectly denying the applications for participation submitted by such individuals.~~

~~The coordinator shall develop and maintain a system for collecting racial and ethnic data of participants in the district's nutrition programs and shall, at least annually, report to the Board on whether the district's nutrition programs are effectively reaching eligible individuals and whether and where additional outreach may be needed.~~

~~(cf. 5022—Students and Family Privacy Rights)
(cf. 5125—Student Records)~~

~~When a significant number of participants or potential participants in the district's nutrition programs are only non-English speakers, the coordinator shall make an appropriate language translation available.~~

~~(cf. 5020—Parent Rights and Responsibilities)
(cf. 6020—Parent Involvement)
(cf. 6174—English Language Learners)~~

~~The coordinator also shall ensure that the district's nutrition programs accommodate the special dietary needs of any individual with a disability who has on file a medical statement that restricts his/her diet because of his/her disability.~~

~~(cf. 5141.27—Food Allergies/Special Dietary Needs)
(cf. 6159—Individualized Education Program)
(cf. 6164.6—Identification and Education Under Section 504)~~

Notifications

The **compliance** coordinator shall ensure that the U.S. Department of Agriculture's (USDA) "And Justice for All" ~~or other approved Nutrition Programs~~ civil rights posters **or a substitute poster approved by the USDA's Food and Nutrition Service** is are displayed in areas visible to the district's nutrition program participants, such as food service areas and school offices.

~~Annually, the~~ **The compliance** coordinator shall notify **the public**, all students, parents/guardians, and employees of program requirements and the procedures for filing a complaint, ~~through the district's usual means of notification~~ **program applicants, participants, and potentially eligible persons of their rights and responsibilities and steps necessary to participate in the nutrition programs. Applicants, participants, and the**

NUTRITION PROGRAM COMPLIANCE (continued)

public also shall be advised of their right to file a complaint, how to file a complaint, the complaint procedures, and that a complaint may be filed anonymously or by a third party.

(cf. 4112.9/4212.9/4312.9—Employee Notifications)
(cf. 5145.6 - Parental Notifications)

In addition, the **compliance** coordinator shall ensure that **all forms of communication available to the public regarding program availability shall contain, in a prominent location, a statement provided by USDA about the district's status as an equal opportunity provider and the address of the agency with responsibility to handle complaints made against the district** ~~every informational release, publication, or poster concerning the district's nutrition programs and/or activities includes, in a prominent location, the following statement:~~.

~~"In accordance with federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, religion, political beliefs, or disability. In addition, California law prohibits discrimination on any basis identified in Government Code 12940.~~

~~To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer."~~

~~However, if the document is no more than one page and there is no room to print the full nondiscrimination statement, the district may instead use the statement "This institution is an equal opportunity provider" in the same print size as the rest of the text.~~

~~When a complaint is unresolved at the district level, the coordinator shall notify the complainant of the option to contact and/or forward his/her complaint to one of the following agencies:~~

- ~~1. Child Nutrition Program Civil Rights and Program Complaint Coordinator, California Department of Education, Nutrition Services Division, 1430 N Street, Room 1500, Sacramento, CA 95814-2342 or call 916-445-0850 or 800-952-5609~~
- ~~2. Office of Civil Rights, USDA, Western Region, 90 Seventh Street, Suite 10-100, San Francisco, CA 94103 or call 415-705-1336 or fax 415-705-1364 or email Joe.Torres@fns.usda.gov~~

NUTRITION PROGRAM COMPLIANCE (continued)

3. ~~USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call 800-795-3272 or 202-720-6382 (TTY)~~

Forms of communication requiring this nondiscrimination statement include, but are not limited to, web sites, public information releases, publications, and posters, but exclude items such as cups, buttons, magnets, and pens that identify the program when the size or configuration makes it impractical. The nondiscrimination statement need not be included on every page of program information on the district's or school's web site, but the statement or a link to the statement shall be included on the home page of the program information.

A short version of the nondiscrimination statement, as provided by USDA, may be used on pamphlets, brochures, and flyers in the same print size as the rest of the text.

Complaints of Discrimination

A complaint alleging discrimination in the district's nutrition program(s) on the basis of race, color, national origin, sex, age, or disability shall, within 180 days of the alleged discriminatory act, be filed or referred to USDA at: (5 CCR 15582)

U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410, (866) 632-9992, (800) 877-8339 (Federal Relay Service - English, deaf, hard of hearing, or speech disabilities), (800) 845-6136 (Federal Relay Service - Spanish), fax (202) 690-7442, or email program.intake.usda.gov.

Complaints of discrimination on any other basis shall be investigated by the district using the process identified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Any complaint alleging that the district has not complied with program requirements pertaining to meal counting and claiming, reimbursable meals, eligibility of a child or adult, use of cafeteria funds and allowable expenses shall be filed with or referred to CDE. (Education Code 49556; 5 CCR 15584)

Complaints of noncompliance with any other nutrition program requirements shall be submitted to and investigated by the district using the following procedures.

Complaints may be filed by a student or the student's parent/guardian by phone, email, or letter. The complaint shall be submitted within one year from the date of the alleged violation and shall include the following: (5 CCR 15581)

NUTRITION PROGRAM COMPLIANCE (continued)

- 1. A statement that the district has violated a law or regulation relating to its child nutrition program**
- 2. The facts on which the statement is based**
- 3. The name of the district or the school against which the allegations are made**
- 4. The complainant's contact information**
- 5. The name of the student if alleging violations regarding a specific student**

The district shall investigate and prepare a written report pursuant to 5 CCR 4631. (5 CCR 15583)

Unless extended by written agreement with the complainant, the district's compliance coordinator shall investigate the complaint and prepare a written report to be sent to the complainant within 60 days of the district's receipt of the complaint. (5 CCR 15583; 5 CCR 4631)

If the complainant is not satisfied with the findings in the district's report, the complainant may appeal the decision to CDE by filing a written appeal within 30 days of receiving the decision. (5 CCR 4632)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

42238.01 Definitions for purposes of funding

48985 Notices to parents in language other than English

49060-49079 Student records

49490-49590 Child nutrition programs

PENAL CODE

~~422.55 Definition of hate crime~~

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080 Application of section

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

15580-15584 Child nutrition programs complaint procedures

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

NUTRITION PROGRAM COMPLIANCE (continued)

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

~~2000h-2000h-6 Title IX~~

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 7

210.19 National School Lunch Program, additional responsibilities

210.23 National School Lunch Program, district responsibilities

215.7 Special Milk Program, requirements for participation

215.14 Special Milk Program, nondiscrimination

220.7 School Breakfast Program, requirements for participation

220.13 School Breakfast Program, special responsibilities of state agencies

225.3 Summer Food Service Program, administration

225.7 Summer Food Service Program, program monitoring and assistance

225.11 Summer Food Service Program, corrective action procedures

226.6 Child and Adult Care Food Program, state agency administrative responsibilities

250.15 Out-of-condition donated foods, food recalls, and complaints

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 **Nondiscrimination on the basis of disability, public accommodations, Auxiliary aids and services**

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 Dissemination of policy

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION, NUTRITION SERVICES DIVISION PUBLICATIONS

~~Civil Rights and Complaint Procedures for Child Nutrition Programs, March 2010~~

Civil Rights and Complaint Procedures for the U.S. Department of Agriculture Child Nutrition Programs, June 2018

U.S. DEPARTMENT OF AGRICULTURE, FOOD AND NUTRITION SERVICE PUBLICATIONS

Civil Rights Compliance and Enforcement - Nutrition Programs and Activities, FNS Instruction 113-1, November 2005

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Protecting Students from Harassment and Hate Crime, January 1999

Notice of Non-Discrimination, January 1999-August 2010

WEB SITES

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

U.S. Department of Agriculture, Food and Nutrition Services: <http://www.fns.usda.gov>

U.S. Department of Agriculture, Office for Civil Rights: <http://www.ascr.usda.gov>

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/ocr>

NUTRITION PROGRAM COMPLIANCE

NONDISCRIMINATION STATEMENT FOR NUTRITION PROGRAMS

The following statement shall be included, in a prominent location, on all forms available to the public regarding the availability of the district's child nutrition programs:

"In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: <https://www.ascr.usda.gov/filing-program-discrimination-complaint-usda-customer>, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov

This institution is an equal opportunity provider."

On pamphlets, brochures, and flyers, in the same print size as the rest of the text, the district may print a short version of the nondiscrimination statement, as follows:

"This institution is an equal opportunity provider."

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 2/11/21

Agenda Item:

Board Policy 4218: Dismissal/Suspension/Disciplinary Action

Background (Describe purpose/rationale of the agenda item):

First Reading: New policy contains material formerly in AR pertaining to board actions in disciplinary hearings for classified employees and new material consistent with BP 4118 - Dismissal/Suspension/Disciplinary Action for certificated employees. Policy also reflects **NEW LAW (AB 2234, 2018)** which requires the board to delegate its authority to an administrative law judge in cases involving allegations of egregious misconduct with a minor. Regulation updates and consolidates the causes for disciplinary action. Regulation also adds the requirement to set a timeline by which the employee may request a hearing, which must be not less than five days after serving notice upon the employee. Section on "Compulsory Leave of Absence" expanded to define "mandatory" and "optional" leave of absence offenses and reflect requirements pertaining to extension of the leave and compensation during the leave."

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:


- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input checked="" type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Review Click here to enter text. |
| <input type="checkbox"/> Adoption | <input type="checkbox"/> Explanation: Click here to enter text. |

Originating Department/School: Superintendent's Office

Submitted/Recommended By:


Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member: _____

DISMISSAL/SUSPENSION/DISCIPLINARY ACTION

The Governing Board expects all employees to perform their jobs satisfactorily and to exhibit professional and appropriate conduct. A classified employee may be disciplined for unprofessional conduct or unsatisfactory performance in accordance with law or any applicable collective bargaining agreement, Board policy, or administrative regulation.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 4000 - Concepts and Roles)
(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4200 - Classified Personnel)

Disciplinary actions shall be based on the particular facts and circumstances involved and the severity of the employee's conduct or performance. The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

Disciplinary actions may include, but are not limited to, verbal and written warnings, involuntary reassignment, demotion, suspension without pay, reduction of pay step in class, compulsory leave, and dismissal.

A probationary classified employee may be dismissed by the Superintendent or designee at any time prior to the expiration of the probationary period.

(cf. 4216 - Probationary/Permanent Status)

Permanent classified employees shall be subject to disciplinary action only for cause as specified in the accompanying administrative regulation. (Education Code 45113)

Procedures for Serious Disciplinary Proceedings

The Superintendent or designee shall develop disciplinary procedures for use when dismissal, suspension, demotion, involuntary reassignment, or other serious disciplinary action is contemplated against an employee. The procedures for such discipline shall include an opportunity for an employee for whom any such disciplinary action is recommended to meet with, or respond in writing to, a designated district official ("Skelly officer") who will determine whether the recommended discipline should proceed further or be modified or withdrawn.

DISMISSAL/SUSPENSION/DISCIPLINARY ACTION (continued)

After meeting with the employee or considering the employee's written response, if the Skelly officer determines that the recommended discipline should proceed, the Superintendent or designee shall send the employee a notice of the recommended disciplinary action, a statement of charges, and the results of the Skelly hearing. The notice shall include a statement advising the employee of the right to request a Board hearing on the matter.

If the employee fails to request a hearing within the time specified in the notice, the employee is deemed to have waived the right to do so, and the Board may order the recommended disciplinary action into effect immediately.

If a timely request is submitted, a hearing shall be conducted by the Board. (Education Code 45113, 45312)

The hearing shall be held at the earliest convenient date, taking into consideration the established schedule of the Board and the availability of legal counsel and witnesses. The employee shall be notified of the time and place of the hearing.

The hearing shall be held in closed session, unless the employee requests that the matter be heard in an open session meeting. (Government Code 54957)

(cf. 9321 - Closed Session)

The employee shall be entitled to appear personally, produce evidence, and be represented by legal counsel.

The Board may use the services of its legal counsel in ruling upon procedural questions, objections to evidence, and issues of law. The Board may review and consider the records of any prior personnel action proceedings against the employee in which a disciplinary action was ultimately sustained and any records contained in the employee's personnel files and introduced into evidence at the hearing. The Board shall not be bound by rules of evidence used in California courts. Informality in any such hearing shall not invalidate any order or decision made by the Board.

At any time before a matter is submitted to the Board for decision, the Superintendent or designee may, with the consent of the Board, serve on the employee and file with the Board an amended or supplemental recommendation of disciplinary action. If the amended or supplemental recommendation includes new causes or allegations, the employee shall be afforded a reasonable opportunity to prepare a defense. Any new causes or allegations shall be deemed controverted and any objections to the amended or supplemental causes or allegation may be made orally at the hearing and shall be noted on the record.

DISMISSAL/SUSPENSION/DISCIPLINARY ACTION (continued)

Following the hearing or, if the employee has not requested a hearing, after reviewing the Superintendent or designee's recommendation for disciplinary action, the Board shall affirm, modify, or reject the recommended disciplinary action. The decision of the Board shall be in writing and shall contain findings of fact and the disciplinary action approved, if any. The decision of the Board shall be final.

Within 10 working days of the Board's final decision, a copy of the decision shall be delivered to the employee and/or designated representative personally or by registered mail.

In lieu of holding a Board hearing on the sufficiency of the causes for disciplinary action, the Board may delegate its authority to an impartial third-party hearing officer. When the matter is heard by a third-party hearing officer, the Board retains the authority to review the determination and to adopt or reject the recommended decision. (Education Code 45113)

If the matter involves an allegation of egregious misconduct as defined in Education Code 44932 and involves a minor, the matter shall be referred to an administrative law judge to determine whether sufficient cause exists for disciplinary action against the employee. In such cases, the ruling of the administrative law judge shall be binding on the district and the employee. (Education Code 45113)

*Legal Reference:***EDUCATION CODE***35161 Delegation of powers and duties**44009 Conviction of specified crimes**44010 Sex offense**44011 "Controlled substance offense" defined**44031 Personnel file**44940 Leave of absence; employee charged with mandatory or optional leave of absence offense**44940.5 Compulsory leave of absence; procedures; extension; compensation; bond or security**44990-44994 Testimony of minor witnesses at dismissal or suspension hearings**45101 Definitions (including "disciplinary action," "cause")**45109 Fixing of duties**45113 Rules and regulations for classified service in districts not incorporating the merit system**45123 Employment after conviction of sex or narcotics offense**45124 Dismissal of sexual psychopath**45202 Transfer of accumulated sick leave and other benefits following dismissal**45240-45320 Merit system, classified employees***CODE OF CIVIL PROCEDURE***1286.2 Grounds for vacating decision of arbitrator*

DISMISSAL/SUSPENSION/DISCIPLINARY ACTION (continued)

Legal Reference: (continued)

GOVERNMENT CODE

11500-11529 Administrative adjudication

12900-12996 Fair Employment and Housing Act

54957 Brown Act open meeting laws; closed session

HEALTH AND SAFETY CODE

11054 Schedule I; substances included

11055 Schedule II, substances included

11056 Schedule III, substances included

11357-11361 Marijuana

11363 Peyote

11364 Opium

11370.1 Possession of controlled substances with a firearm

PENAL CODE

187 Murder

667.5 Sex offenders

830.32 Peace officers employed by district

1192.7 Violent or serious felony

11165.2-11165.6 Child abuse or neglect, definitions

VEHICLE CODE

1808.8 School bus drivers; dismissal for safety-related cause

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

COURT DECISIONS

California School Employees Association v. Bonita Unified School District, (2008) No. B200141

California School Employees v. Livingston Union School District, (2007) 149 Cal.App 4th 391

CSEA v. Foothill Community College District, (1975) 52 Cal. App. 3rd 150, 155-156, 124 Cal. Rptr

Skelly v. State Personnel Board (1975) 15 Cal. 3d 194

DISMISSAL/SUSPENSION/DISCIPLINARY ACTION**~~Termination of Probationary Employment~~**

~~At any time prior to the expiration of the probationary period, the Superintendent or designee may, at his/her discretion, dismiss a probationary classified employee from district employment. A probationary employee shall not be entitled to a hearing.~~

~~Involuntary Suspension Without Pay, Demotion, Reduction of Pay Step in Class, or Dismissal of Permanent Classified Employees~~

~~Permanent classified employees shall be subject to personnel action (suspension without pay, demotion, reduction of pay step in class, dismissal) only for cause. The Board's determination of the sufficiency of the cause for disciplinary action shall be conclusive.~~

Causes for Disciplinary Action**1. ~~Causes~~**

~~— In addition to any disqualifying or actionable causes otherwise provided for by statute or by policy or regulation of this district, each of the following constitutes cause for personnel action against a permanent classified employee: A permanent classified employee may be subject to suspension, demotion, involuntary reassignment, or dismissal for one or more of the following causes:~~

- ~~k~~ 1. Immoral conduct, including, but not limited to, egregious misconduct that is the basis for a sex offense as defined in Education Code 44010, a controlled substance offense as defined in Education Code 44011, or child abuse and neglect as described in Penal Code 11165.2-11165.6

~~(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)~~

~~(cf. 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions)~~

~~(cf. 5141.4 - Child Abuse Prevention and Reporting)~~

2. Conduct that constitutes a violent or serious felony as defined in Penal Code 667.5(c) or 1192.7(c)

- ~~t~~ 3. Unlawful discrimination, including harassment, on the basis of race, religious creed, color, national origin, ancestry, physical handicap, marital status, sex, or age against the public or other employees while acting in the capacity of a district employee against any student or other employee.

~~(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)~~

~~(cf. 5145.3 - Nondiscrimination/Harassment)~~

~~(cf. 5145.7 - Sexual Harassment)~~

DISMISSAL/SUSPENSION/DISCIPLINARY ACTION (continued)

- ~~p 4.~~ Violation of **or refusal to obey state or federal law or regulation** ~~district, Board or departmental rule, policy, or district or school procedure.~~
 - a 5. ~~Falsifying~~ **Falsification of** any information supplied to the school district, including, but not limited to, information supplied on application forms, employment records, or any other school district records.
 - b 6. ~~Incompetency.~~ **Unsatisfactory performance**
 - e. ~~Inefficiency.~~
 - 7. **Unprofessional conduct**
 - f 8. Dishonesty.
 - d 9. Neglect of duty **or absence without leave.**
 - e 10. Insubordination.
 - g 11. ~~Drinking alcoholic beverages~~ **Use of alcohol or a controlled substance** while on duty or in such close time proximity thereto as to ~~cause any detrimental effect upon~~ **affect** the employee's **performance** ~~or upon employees associated with him/her.~~
- (cf. 4020 - Drug and Alcohol-Free Workplace)*
(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)
(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)
(cf. 4159/4259/4359 - Employee Assistance Program)
- h. ~~Possessing or being under the influence of a controlled substance at work or away from work, or furnishing a controlled substance to a minor.~~
 - i. ~~Conviction of a felony, conviction of any sex offense made relevant by provisions of law, or conviction of a misdemeanor which is of such a nature as to adversely affect the employee's ability to perform the duties and responsibilities of his/her position. A plea or verdict of guilty, or a conviction following a plea of nolo contendere, is deemed to be a conviction for this purpose.~~
 - j. ~~Absence without leave.~~
 - l. ~~Discourteous treatment of the public, students, or other employees.~~
 - m. ~~Improper political activity.~~

DISMISSAL/SUSPENSION/DISCIPLINARY ACTION (continued)

~~n. Willful disobedience.~~

~~e 12. Destruction or m~~Misuse of district property:

(cf. 4040 – Employee Use of Technology)

~~q 13. Failure to possess or keep in effect~~ **fulfill any ongoing condition of employment including, but not limited to, maintenance** of any license, certificate, or other similar requirement specified in the employee's class specification or otherwise necessary for the employee to perform the duties of the position:

(cf. 4112.4/4212.4/4312.4 – Health Examinations)

(cf. 4212 – Appointment and Conditions of Employment)

~~r. Refusal to take and subscribe any oath or affirmation which is required by law in connection with his/her employment.~~

~~s 14. A physical or mental disability~~ **condition** which precludes the employee from the proper performance of ~~his/her~~ duties and responsibilities as determined by competent medical authority, except as otherwise provided by a contract or by law ~~regulating the retirement of employees.~~

(cf. 4030 – Nondiscrimination in Employment)

(cf. 4032 – Reasonable Accommodation)

~~u 15. Unlawful R~~etaliation against any other district officer or employee or member of the ~~public~~ **person** who, in good faith, reports, discloses, divulges, or otherwise brings to the attention of any appropriate authority any information relative to an actual or suspected violation of state or federal law occurring on **or directly related to** the job ~~or directly related thereto.~~

(cf. 4119.1/4219.1/4319.1 – Civil and Legal Rights)

16. Violation of Education Code 45303 or Government Code 1028 (advocacy of communism)

~~v 17. Any other failure of good behavior either during or outside of duty hours~~ **misconduct** which is of such nature that it causes discredit **or injury** to the district or ~~his/her~~ **employee's position** ~~employment.~~

DISMISSAL/SUSPENSION/DISCIPLINARY ACTION (continued)

An employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for acting to protect a student, or for refusing to infringe on a student's protected conduct, when that student is exercising free speech or press rights pursuant to Education Code 48907 or 48950. (Education Code 48907, 48950)

(cf. 5145.2 - Freedom of Speech/Expression)

~~Except as defined in item "s" above, no personnel~~ **No disciplinary** action shall be taken for any cause which arose before the employee became permanent, nor for any cause which arose more than two years before the date of the filing of the notice of cause unless this cause was concealed or not disclosed by the employee when it could be reasonably assumed that the employee would have disclosed the facts to the district. **(Education Code 45113)**

(cf. 4216 – Probationary/Permanent Status)

2. — Initiation and Notification of Charges

~~The Superintendent or designee may initiate a personnel action as defined herein against a permanent classified employee.~~

The Superintendent or designee shall provide notice to the employee of a recommendation for discipline, which includes the charges and materials upon which the recommendation is based. The notification shall identify an impartial district official ("Skelly officer") with whom the employee may meet at a specified time and place or to whom the employee may provide a written response to the recommendation of discipline. After meeting with the employee or considering any response from the employee, the Skelly officer shall recommend to the Superintendent or designee whether to proceed with the recommendation for discipline.

~~In all cases involving a personnel action, the person initiating the action~~ **The Superintendent or designee** shall file ~~a written~~ **any final** recommendation ~~of personnel for a disciplinary action in writing~~ with the **Governing** Board. A copy of the recommendation shall be served upon the employee either personally or by registered or certified mail, return receipt requested, at the employee's last known address.

~~The recommendation notice shall, include:~~ **in ordinary and concise language, inform the employee of the specific charge(s) or cause(s) for the disciplinary action, the specific acts and omissions upon which the action is based, and, if applicable, the district rule or regulation that the employee has allegedly violated. In addition, the notice shall include the employee's right to a hearing on those charges, the time within which the hearing may be requested which shall be not less than five days after service of the notice to the**

DISMISSAL/SUSPENSION/DISCIPLINARY ACTION (continued)

employee, and a card or paper which the employee may sign and file to deny the charges and request a hearing. (Education Code 45113, 45116)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

- a. ~~— A statement of the nature of the personnel action (suspension without pay, demotion, reduction of pay step in class, or dismissal).~~
- b. ~~— A statement of the cause or causes for the personnel action, as set forth above.~~
- e. ~~— A statement of the specific acts or omissions upon which the causes are based. If a violation of rule, policy, or regulation of the district is alleged, the rule, policy, or regulation violated shall be stated in the recommendation.~~
- d. ~~— A statement of the employee's right to appeal the recommendation and the manner and time within which the appeal must be filed.~~
- e. ~~— A card or paper, the signing and filing of which shall constitute a demand for hearing and a denial of all charges.~~
- 3. ~~— Employment Status Pending Appeal or Waiver~~

~~Except as provided herein, any employee against whom a recommendation of personnel action has been issued shall remain on active duty status and responsible for fulfilling the duties of the position pending his/her appeal or waiver thereof.~~

~~If the Superintendent or designee determines that a permanent classified employee should be dismissed and that his/her continuing in active duty status would present an unreasonable risk of harm to students, staff, or property while proceedings are pending, the Superintendent or designee may order the employee immediately suspended from duty without pay in conjunction with the recommendation of personnel action. This suspension order shall be in writing and shall state the reasons that the suspension is deemed necessary. The suspension order shall be served upon the employee either personally or by registered or certified mail, return receipt requested, immediately after issuance. Except in cases of emergency when the employee must be removed from the premises immediately, the Superintendent or designee shall give the employee written notice of the proposed recommendation of dismissal at least five calendar days before the effective date of any order of suspension issued in conjunction with a recommendation involving dismissal. This notice shall state that immediate suspension without pay is being considered, the reasons for the proposed dismissal and proposed immediate suspension without pay, materials upon which the proposed action is based, and the employee's right to respond to the Superintendent or designee orally or in writing before the final recommendation and order are issued.~~

DISMISSAL/SUSPENSION/DISCIPLINARY ACTION (continued)**4. Time Limit of Suspension**

~~Except for a suspension imposed under #3 above, any suspension invoked under these rules against any one person for one or more periods shall not aggregate more than 90 calendar days in any 12-month period; however, this time limitation shall not apply to cases in which a personnel action of dismissal is modified by the Board to a suspension.~~

5. Right to Appeal Request for Board Hearing

~~Within five calendar days after receiving the time specified in the notice of the recommendation of personnel disciplinary action described above, the employee may appeal request a hearing on the charges by signing and filing the card or paper included with the recommendation notice. (Education Code 45113)~~

Any other written document signed and appropriately filed within the specified time limit by the employee shall constitute a sufficient notice of ~~appeal~~ **the request for a hearing**. ~~A notice of appeal is filed only by delivering the~~ **The notice of appeal request shall be delivered** to the office of the Superintendent or designee during normal work hours of that office. ~~A notice of appeal may be~~ **If** mailed to the office of the Superintendent or designee, ~~it but~~ must be received or postmarked no later than the time limit ~~stated herein~~ **specified by the district**. In cases where an order of suspension without pay has been issued in conjunction with a recommendation of dismissal, any ~~appeal of the recommendation of~~ **request for a hearing on the** dismissal shall also constitute an ~~appeal of a request to hear~~ **request to hear** the suspension order, and the necessity of the ~~suspension~~ order shall be an issue in the ~~appeal~~ hearing.

~~If the employee fails to file a notice of appeal within the time specified in these rules, he/she shall be deemed to have waived his/her right to appeal, and the Board may order the recommended personnel action into effect immediately.~~

3. Employment Status Pending a Hearing Appeal or Waiver

~~Except as provided herein, any A classified employee against whom a recommendation of personnel disciplinary action has been issued shall remain on active duty status and responsible for fulfilling the duties of the position pending his/her appeal or waiver thereof. pending any hearing on the charges, unless~~ If the Superintendent or designee determines that a permanent classified employee should be dismissed and that his/her ~~continuing the employee's continuance~~ in active duty status would present an unreasonable risk of harm to students, staff, or property. ~~while proceedings are pending, the~~ **The** Superintendent or designee may, **in writing**, order the employee immediately suspended from duty without pay ~~in conjunction with the recommendation of personnel action. This suspension order shall be in writing and shall state the reasons that the suspension is deemed necessary. The suspension order shall be served upon the~~

DISMISSAL/SUSPENSION/DISCIPLINARY ACTION (continued)

employee either personally or by registered or certified mail, return receipt requested, immediately after issuance. ~~Except in cases of emergency when the employee must be removed from the premises immediately, the Superintendent or designee shall give the employee written notice of the proposed recommendation of dismissal at least five calendar days before the effective date of any order of suspension issued in conjunction with a recommendation involving dismissal. This notice shall state that immediate suspension without pay is being considered, the reasons for the proposed dismissal and proposed immediate suspension without pay, materials upon which the proposed action is based, and the employee's right to respond to the Superintendent or designee orally or in writing before the final recommendation and order are issued.~~

6. Amended/Supplemental Charges

~~At any time before an employee's appeal is finally submitted to the Board or to a hearing officer for decision, the complainant may, with the consent of the Board or hearing officer, serve on the employee and file with the Board an amended or supplemental recommendation of personnel action.~~

~~If the amended or supplemental recommendation presents new causes or allegations, the employee shall be afforded a reasonable opportunity to prepare his/her defense. Any new causes or allegations shall be deemed controverted and any objections to the amended or supplemental causes or allegation may be made orally at the hearing and shall be noted on the record.~~

7. Hearing Procedures

a. ~~The hearing shall be held at the earliest convenient date, taking into consideration the established schedule of the Board or hearing officer and the availability of counsel and witnesses. The parties shall be notified of the time and place of the hearing. The employee shall be entitled to appear personally, produce evidence, and have counsel. The employee shall be entitled to a public hearing if he/she demands it when the Board is hearing the appeal. The complainant may also be represented by counsel. The procedure entitled "Administrative Adjudication" commencing with Government Code 1150 shall not apply to any such hearing before the Board or a hearing officer. Neither the Board nor a hearing officer shall be bound by rules of evidence used in California courts. Informality in any such hearing shall not invalidate any order or decision made or approved by the hearing officer or the Board.~~

DISMISSAL/SUSPENSION/DISCIPLINARY ACTION (continued)

- b. ~~All hearings shall be heard by a hearing officer (who shall be an attorney licensed in the State of California) except in those cases where the Board determines to hear the appeal itself. In any case in which the Board hears the appeal, the Board may use the services of its counsel or a hearing officer in ruling upon procedural questions, objections to evidence, and issues of law. If the appeal is heard by the Board, the Board shall affirm, modify or revoke the recommended personnel action.~~
- e. ~~If the appeal is heard by a hearing officer, he/she shall prepare a proposed decision in a form that may be adopted by the Board as the decision in the case. A copy of the proposed decision shall be received and filed by the Board and furnished to each party within 10 days after the proposed decision is filed by the Board. The Board may:~~
 - (1) ~~Adopt the proposed decision in its entirety.~~
 - (2) ~~Reduce the personnel action set forth in the proposed decision and adopt the balance of the proposed decision.~~
 - (3) ~~Reject a proposed reduction in personnel action, approve the personnel action sought by the complainant or any lesser penalty, and adopt the balance of the proposed decision.~~
 - (4) ~~Reject the proposed decision in its entirety.~~
- d. ~~If the Board rejects the proposed decision in its entirety, each party shall be notified of such action and the Board may decide the case upon the record including the transcript, with or without the taking of additional evidence, or may refer the case to the same or another hearing officer to take additional evidence. If the case is so assigned to a hearing officer, he/she shall prepare a proposed decision, as provided in item "c" above, upon the additional evidence and the transcript and other papers which are part of the record of the prior hearing. A copy of this proposed decision shall be furnished to each party within 10 days after the proposed decision is filed by the Board.~~
- e. ~~In arriving at a decision or a proposed decision on the propriety of the proposed personnel action, the Board or the hearing officer may consider the records of any prior personnel action proceedings against the employee in which a personnel action was ultimately sustained and any records that were contained in the employee's personnel files and introduced into evidence at the hearing.~~

DISMISSAL/SUSPENSION/DISCIPLINARY ACTION (continued)**8. Hearing Decision**

~~The decision of the Board shall be in writing and shall contain findings of fact and the personnel action approved, if any. The findings may reiterate the language of the pleadings or simply refer to them.~~

~~The decision of the Board shall be certified to the Superintendent or designee who recommended the personnel action, and he/she shall enforce and follow this decision. A copy of the decision shall be delivered to the appellant or his/her designated representative personally or by registered mail. The decision of the Board shall be final.~~

9. Compulsory Dismissal

~~The district shall not employ or retain in employment any person who has been convicted of any sex offense as defined in Education Code 44010 or any controlled substance offense as defined in Education Code 44011. However, the district may employ a person convicted of a controlled substance offense if the Board determines from the evidence it requires that the person has been rehabilitated for at least five years. If any such conviction is reversed and the person acquitted or charges dismissed except as otherwise provided below, the employee may be reemployed by the district, although reemployment is not a guarantee. (Education Code 45123)~~

~~The district reserves the right to dismiss an employee for any acts upon which the original criminal charges were based, despite the disposition by the courts. If dismissal is recommended and upheld, an employee will not be reemployed or compensated for the time he/she was suspended unless otherwise required by law. An employee shall be given notice of the possibility of not being reimbursed during mandatory suspension if he/she is ultimately dismissed for the acts upon which the original charges were based.~~

Compulsory Leave of Absence

Upon being informed by law enforcement that a classified employee has been charged with a "mandatory leave of absence offense," the Superintendent or designee shall immediately place the employee on a leave of absence. A mandatory leave of absence offense includes:

- 1. Any sex offense as defined in Education Code 44010**
- 2. Violation or attempted violation of Penal Code 187 (murder or attempted murder)**

DISMISSAL/SUSPENSION/DISCIPLINARY ACTION (continued)

3. Any offense involving the unlawful sale, use, or exchange to minors of controlled substances as listed in Health and Safety Code 11054, 11055, and 11056

The Superintendent or designee may place on an immediate compulsory leave of absence a classified employee who is charged with an "optional leave of absence offense," defined as a controlled substance offense specified in Education Code 44011 and Health and Safety Code 11357-11361, 11363, 11364, and 11370.1 except as it relates to marijuana, mescaline, peyote, or tetrahydrocannabinols.

An employee's compulsory leave for a mandatory or optional leave of absence offense may extend for not more than 10 days after the entry of judgment in the criminal proceedings. However, the compulsory leave may be extended if the Board gives notice, within 10 days after the entry of judgment in the proceedings, that the employee will be dismissed within 30 days from the date of service of the notice unless the employee demands a hearing on the dismissal.

*Legal Reference:*EDUCATION CODE*35161 Delegation of powers and duties**44009 Conviction of specified crimes**44010 Sex offense**44011 "Controlled substance offense" defined**44940 Leave of absence; employee charged with mandatory or optional leave of absence offense**44940.5 Compulsory leave of absence; procedures; extension; compensation; bond or security; reports**45101 Definitions (including "disciplinary action," "cause")**45109 Fixing of duties**45113 Rules and regulations for classified service in districts not incorporating the merit system**45123 Employment after conviction of sex or narcotics offense**45302 Demotion and removal from permanent classified service**45303 Additional cause for suspension or dismissal of employees in classified service**45304 Suspension for reasonable cause; filing of charges; employee charged with mandatory or optional leave of absence offense*VEHICLE CODE*1808.8 School bus drivers; dismissal for safety-related cause*UNITED STATES CODE, TITLE 42*12101-12213 Americans With Disabilities Act*COURT DECISIONS*California School Employees v. Livingston Union School District, (2007) 149 Cal.App. 4th 391**CSEA v. Foothill Community College District, 52 Cal. App. 3rd 150, 155-156, 124 Cal. Rptr 830 (1975)*

Regulation
approved: September 17, 2012
revised:

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 2/11/21

Agenda Item:

Board Policy 5141.22: Infectious Diseases

Background (Describe purpose/rationale of the agenda item):

First Reading: Policy reflects NEW LAW (AB 262, 2019) which requires local health officers to notify and update districts of an outbreak, or imminent outbreak, of a communicable disease and requires districts to comply with any orders issued by the health officers and all applicable privacy laws. Policy also clarifies that any allowable exclusions apply only to on-campus instruction and provides that the superintendent or designee will, when necessary, inform the local health official of any potential outbreak.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

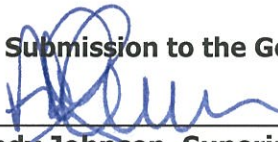
- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input checked="" type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

Originating Department/School: Superintendent's Office

Submitted/Recommended By:


Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member: _____

INFECTIOUS DISEASES

The Governing Board desires to protect students from risks posed by exposure to infectious diseases while providing a high-quality education for all students. The Superintendent or designee shall collaborate with local and state health officials to develop and regularly update a comprehensive plan for disease prevention that promotes preventative measures, mitigation, ~~and~~ education, communication, and training of students and staff. All measures to limit the spread of infectious diseases shall be nondiscriminatory and ensure that equity is promoted.

(cf. 0400 - Comprehensive Plans)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
(cf. 5141.26 - Tuberculosis Testing)
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)
(cf. 5141.6 - School Health Services)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs and operations are based on the most up-to-date information.

The district's comprehensive health education program shall provide age-appropriate information about the nature and symptoms of communicable diseases, their transmission, and how to help prevent the spread of contagious diseases.

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6142.8 - Comprehensive Health Education)

If the local health officer notifies the district of an outbreak of a communicable disease, or the imminent and proximate threat of a communicable disease outbreak or epidemic that threatens the public's health, the district shall take any action that the health officer deems necessary to control the spread of the disease. The district shall comply with all applicable state and federal privacy laws in regard to any such information received from the local health officer. (Health and Safety Code 120175.5)

INFECTIOUS DISEASES (continued)

Students and staff shall observe universal precautions in order to prevent exposure to bloodborne pathogens and to prevent the spread of infectious diseases.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

The Superintendent or designee shall inform students of the precautions to be used in cases of exposure to blood or other body fluids through injury, accident, or classroom instruction.

(cf. 5141 - Health Care and Emergencies)

(cf. 6145.2 - Athletic Competition)

Students with Infectious Diseases

The Superintendent or designee shall exclude students from on-campus instruction only in accordance with law, Board policy, and administrative regulation. Because bloodborne pathogens such as hepatitis B virus, hepatitis C virus, and human immunodeficiency virus (HIV) are not casually transmitted, the presence of infectious conditions of this type is not, by itself, sufficient reason to exclude students from attending school.

(cf. 5112.2 - Exclusions from Attendance)

(cf. 6164.6 - Identification and Education Under Section 504)

Parents/guardians are encouraged to inform the Superintendent or designee if their child has an infectious disease so that school staff may work cooperatively with the student's parents/guardians to minimize exposure to other diseases in the school setting. If necessary, the Superintendent or designee shall inform the local health official of any potential outbreak. The Superintendent or designee shall ensure that student confidentiality and privacy rights are strictly observed in accordance with law.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5125 - Student Records)

Legal Reference:

EDUCATION CODE

48210-48216 Persons excluded

49060-49069.7 Student records

49073-49079 Privacy of pupil records

49403 Cooperation in control of communicable disease and immunization of pupils

49405 Smallpox control

INFECTIOUS DISEASES (continued)

Legal Reference Continued:

49406 *Examination for tuberculosis (employees)*
49408 *Student emergency information*
49602 *Counseling and confidentiality of student information*
51202 *Instruction in personal and public health and safety*
CIVIL CODE
56-56.37 *Confidentiality of Medical Information Act*
1798-1798.78 *Information Practices Act*
HEALTH AND SAFETY CODE
120175.5 *Local health officers and communicable diseases*
120230 *Exclusion for communicable disease*
120325-120380 *Immunization against communicable diseases*
120875-120895 *AIDS information*
120975-121023 *Mandated blood testing and confidentiality to protect public health*
121475-121520 *Tuberculosis tests for students*
CALIFORNIA CONSTITUTION
Article 1, Section 1 Right to Privacy
CODE OF REGULATIONS, TITLE 8
5193 *Bloodborne pathogens*
CODE OF REGULATIONS, TITLE 17
2500-2511 *Communicable disease reporting requirements*
UNITED STATES CODE, TITLE 20
1232g *Family Educational and Privacy Rights Act*
1400-1482 *Individuals with Disabilities Education Act*
UNITED STATES CODE, TITLE 29
794 *Section 504 of the Rehabilitation Act of 1973*
CODE OF FEDERAL REGULATIONS, TITLE 45
164.500-164.534 *Privacy of individually identifiable health information*
COURT DECISIONS
Thomas v. Atascadero Unified School District, (1986) 662 F.Supp. 376

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Science Safety Handbook for California Public Schools, 2014
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS
School District (K-12) Pandemic Influenza Planning Checklist
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
California Department of Public Health: <http://www.cdph.ca.gov>
Centers for Disease Control and Prevention: <http://www.cdc.gov>

Policy
approved:
revised:

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

INFECTIOUS DISEASES**Prevention and Mitigation Plan**

The Superintendent or designee shall work with state and local health officials to develop and regularly update a plan to prevent and mitigate the spread of infectious diseases. Components of the plan may include, but are not necessarily limited to:

1. A communication strategy for informing students, parents/guardians, staff, and the community about the disease(s), including symptoms, complications, transmission, and current recommendations from state and local departments of public health
2. Protocols for assessing when campus closures are necessary and when campus(es) may reopen
3. Alternative means of instruction, schedules, and attendance, including the provision of instruction to students with disabilities, English learners, and foster or homeless youth, in the event of campus closures or partial closures

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

(cf. 6157 - Distance Learning)

(cf. 6158 - Independent Study)

(cf. 6159 - Individualized Education Program)

(cf. 6164.5 - Student Success Teams)

(cf. 6173 - Education for Homeless Youth)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6183 - Home and Hospital Instruction)

4. Guidelines regarding preventative measures such as social distancing, personal protective equipment, temperature checks, and/or any other health screening allowed by law
5. Protocols regarding the acquisition and provision of personal protective equipment and other supplies
6. Procedures for the cancellation or alteration of extracurricular activities and field trips

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

INFECTIOUS DISEASES (continued)

7. Protocols for transportation of students using district vehicles

(cf. 3540 - Transportation)

(cf. 3543 - Transportation Safety and Emergencies)

8. Information on effective hygiene practices

9. Provisions for continuing free and reduced-price meal services

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3553 - Free and Reduced Price Meals)

10. Processes for protecting students who are at higher risk from the disease

11. Programs that enhance a positive school climate and foster the emotional well-being of all students

(cf. 5141.5 - Mental Health)

(cf. 5141.52 - Suicide Prevention)

(cf. 6164.2 - Guidance/Counseling Services)

12. Guidelines for cleaning and sanitization of district facilities and equipment

(cf. 3510 - Green School Operations)

(cf. 3514.1 - Hazardous Substances)

13. Protocols for visitors and outside groups that utilize district facilities

14. Staff training

The Superintendent or designee shall immediately report to the local health officer the presence or suspected presence of any communicable disease. (17 CCR 2508)

Regulation
approved:
revised:

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: February 11, 2021

Agenda Item:

Enrollment Report for Month 5 (12/21/2020 – 1/15/2021)

Background (Describe purpose/rationale of the agenda item):

Click here to enter text.

Fiscal Impact (Cost):

N/A

Funding Source:

Click here to enter text.

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement

☐ **#2:** Social Emotional

☐ **#3:** Physical Environments

Recommended Action:

☒ **Informational**

☐ **Denial/Rejection**

☐ **Discussion**

☐ **Ratification**

☐ **Approval**

☐ **Explanation:** Click here to enter text.

☐ **Adoption**

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Erin Garcia, Assistant Superintendent


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member 

LAKESIDE UNION SCHOOL DISTRICT

MONTH 5

12/21/2020 - 1/15/2021

DATE: 2/2/2021

| SCHOOL | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | SDC | HH | EAK | NON ADA | TK | M5 20/21 TOTAL | M5 19/20 TOTAL | VARIANCE |
|------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|------------|----|----------------------|----------------------|----------|
| EUCALYPTUS HILLS | | | | | | | | | | | | | | 91 | 91 | 105 | -14 |
| LAKESIDE FARMS | 98 | 89 | 98 | 101 | 74 | 86 | | | | 28 | | 0 | 0 | | 574 | 655 | -81 |
| LAKEVIEW | 89 | 127 | 97 | 118 | 116 | 110 | | | | | | | | | 657 | 706 | -49 |
| LEMON CREST | 54 | 72 | 78 | 76 | 79 | 77 | | | | 21 | | 20 | 0 | | 477 | 527 | -50 |
| LINDO PARK | 52 | 65 | 56 | 65 | 63 | 57 | | | | 30 | | 17 | 0 | | 405 | 506 | -101 |
| RIVERVIEW | | | 146 | 149 | 137 | 131 | | | | | | | | | 563 | 622 | -59 |
| WINTER GARDENS | 157 | 151 | | | | | | | | | | | | | 308 | 354 | -46 |
| LAKESIDE MIDDLE | | | | | | | 263 | 243 | 241 | 16 | | | | | 763 | 795 | -32 |
| TIERRA DEL SOL | | | | | | | 227 | 217 | 253 | 29 | | | | | 726 | 751 | -25 |
| HOME FLEX | 17 | 21 | 11 | 9 | 9 | 14 | 4 | 5 | 3 | | | | | 2 | 95 | 21 | 74 |
| DISTRICT TOTAL | 467 | 525 | 486 | 518 | 478 | 475 | 494 | 465 | 497 | 124 | 0 | 37 | 0 | 93 | 4,659 | 5,042 | -383 |

YEAR OVER YEAR COMPARISON

| MONTH | AUG M1 | SEP M2 | OCT M3 | NOV M4 | DEC M5 | JAN M6 | FEB M7 | MAR M8 | APR M9 | MAY M10 | JUN M11 | |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|--|
| 2020-2021 | 4,674 | 4,673 | 4,668 | 4,665 | 4,659 | | | | | | | |
| 2019-2020 | 4,985 | 4,986 | 4,966 | 4,966 | 5,042 | 5,036 | 5,031 | 5,036 | 5,031 | 5,018 | 5,015 | |
| 2018-2019 | 5,073 | 5,054 | 5,054 | 5,046 | 5,098 | 5,110 | 5,098 | 5,090 | 5,081 | 5,070 | 5,028 | |
| 2017-2018 | 5,164 | 5,179 | 5,161 | 5,153 | 5,211 | 5,208 | 5,183 | 5,159 | 5,151 | 5,135 | 5,101 | |
| 2016-2017 | 5,051 | 5,039 | 5,045 | 5,031 | 5,103 | 5,091 | 5,080 | 5,059 | 5,071 | 5,050 | 5,023 | |
| 2015-2016 | 5,087 | 5,100 | 5,083 | 5,077 | 5,138 | 5,124 | 5,139 | 5,121 | 5,107 | 5,081 | 5,056 | |
| 2014-2015 | 5,003 | 5,005 | 5,010 | 4,992 | 4,986 | 5,040 | 5,008 | 5,021 | 5,015 | 5,006 | - | |
| 2013-2014 | 4,835 | 4,817 | 4,823 | 4,825 | 4,848 | 4,834 | 4,790 | 4,818 | 4,813 | 4,790 | - | |
| 2012-2013 | 4,395 | 4,387 | 4,372 | 4,365 | 4,369 | 4,375 | 4,363 | 4,367 | 4,365 | 4,348 | - | |

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: February 11, 2021

Agenda Item:

Quarterly Investment Reports, San Diego County Treasury Investment Pool as of quarter ended on December 31, 2020.

Background (Describe purpose/rationale of the agenda item):

Reports for disclosure of district investments pursuant to Government Code Section 53646. Exhibit A reports the quarterly cash balance of all district funds invested in the San Diego County Treasury Investment Pool. Exhibit B demonstrates the County Treasurer Investment Pool would be able to meet the pool's expenditure requirements for the next three months.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

Recommended Action:

| | |
|--|--|
| <input checked="" type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Erin Garcia, Assistant Superintendent


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member 

Exhibit A

District Superintendent and
Governing Board of the
Lakeside Union School District

**Quarterly Report of Chief Financial Officer
Regarding Disclosure of District Investments**

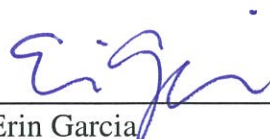
Pursuant to Government Code Section 53646, you are hereby notified that as of the quarter ended December 31, 2020 the funds of the Lakeside Union School District were invested in the San Diego County Investment Pool Balances by fund shown below:

| <i>San Diego County Treasury Investment Pool</i> | | <i>\$ 24,067,257.62</i> |
|--|--|-------------------------|
| 0100 | General Fund | \$ 11,502,420.87 |
| 1200 | Child Development | \$ 789,984.85 |
| 1300 | Child Nutrition | \$ 81,134.11 |
| 1500 | Pupil Transportation-Equip. | \$ 3,088.64 |
| 1742 | Special Reserve Other Than Capital Outlay | \$ 243.31 |
| 2000 | Special Reserve Post-Employee Benefits | \$ 60,263.96 |
| 2139 | Building Fund (Bond) | \$ 9,988,021.11 |
| 2519 | Capital Facilities/Developer Fees | \$ 1,624,947.36 |
| 4000 | Special Reserves/Capital Projects | \$ 17,153.41 |

Annualized Interest Rate as of 12/31/20 is 1.150%

All funds received or collected by the Lakeside Union School District are deposited into the County Treasury with the exception of those allowed by Education Code 41002.5 Such exceptions may be deposited in financial institutions whose accounts are federally insured. Examples of such funds for LUSD are ASB funds, cafeteria funds and ESS funds.

I, Erin Garcia, Assistant Superintendent of the Lakeside Union School District, hereby certify that the information contained in this report, including the attachments, is accurate and correct to the best of my knowledge.



Erin Garcia
Assistant Superintendent

2-1-2021

Date

PROJECTED LIQUIDITY

County of San Diego Pooled Money Fund

As of December 31, 2020

(\$000)

| | Dec-20 | Jan-21 | Feb-21 | Mar-21 | Apr-21 | May-21 |
|--|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|
| Beginning Pool Book Balance | 10,417,981 | 12,262,654 | 11,389,492 | 10,824,161 | 10,696,943 | 12,002,320 |
| Inflows | | | | | | |
| Investment Inflows | 1,232,590 | 1,221,270 | 849,790 | 560,000 | 195,000 | 968,137 |
| Projected Credits | 3,090,507 | 919,739 | 820,543 | 1,152,680 | 2,709,548 | 585,669 |
| | 4,323,097 | 2,141,009 | 1,670,333 | 1,712,680 | 2,904,548 | 1,553,806 |
| Outflows | | | | | | |
| Investment Purchases | 2,521,000 | 180,000 | - | - | - | - |
| Projected Debits | 1,245,834 | 1,792,901 | 1,385,874 | 1,279,898 | 1,404,171 | 1,796,367 |
| | 3,766,834 | 1,972,901 | 1,385,874 | 1,279,898 | 1,404,171 | 1,796,367 |
| Net Cash Flows | 1,844,673 | (873,162) | (565,331) | (127,218) | 1,305,377 | (1,210,698) |
| MONTH END POOL BALANCE | 12,262,654 | 11,389,492 | 10,824,161 | 10,696,943 | 12,002,320 | 10,791,622 |
| PROJECTED MONTH END LIQUIDITY | \$ 343,851 | \$ 511,959 | \$ 796,418 | \$ 1,229,200 | \$ 2,729,577 | \$ 2,487,016 |

Note: The above is not meant to be a complete Cash Flow Statement. The data represents a subset of the main cash flow items and does not include accrued interest or other adjustment items.

The projected cash flows indicate sufficient liquidity to meet all scheduled expenditures for the next 6 months.

**San Diego County Office of Education
SD County Pool Interest Rate
2020-21 Fiscal Year**

| Quarter Ending | Interest Rate | |
|------------------------|---------------|---------------|
| | Quarterly | Annualized |
| September 30, 2020 | 0.3346273% | 1.339% |
| December 31, 2020 | 0.2402319% | 0.961% |
| March 31, 2021 | | 0.000% |
| June 30, 2021 | | 0.000% |
| Annualized Rate | | 1.150% |

Quarterly interest factor x4 = annualized interest rate

Add quarterly interest rates divided by 4 = annualized rate for the year