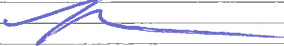


Charter School Name: Language Academy of Sacramento
 Petitioner Response Submission Date: 02.22.19

Lead Petitioner agrees that the Resolutions provided below in response to the SCUSD written evaluation will supersede all related provisions in the originally submitted petition.
 Additionally, Lead Petitioner agrees that the Resolutions provided below will be incorporated as an addendum to the originally submitted petition.

Name: Eduardo deLeón Date: 2.22.19

Signature: 

Concern #	Concern Title	Petition/Appendix (A) Page	Resolution	Support Document Page, if any
1	Overall Concern: Lack of Reasonably Comprehensive Description of New Requirements of Charter Schools			
			AB1747: See 3f below and attachment: LAS Comprehensive Health and Safety Plan	Charter Response Appendix #5
			AB1360: See 3h below and narrative on LAS lottery system and compliance to the law	Charter Response Appendix #7
2	Assurances			
	a. Nondiscrimination	10.5	Petitioner will not discriminate on the basis of the characteristics included in Ed. Code 220, including but not limited to race, color, creed, sex, sexual orientation, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, academic achievement, or religion.	
3	Elements for Renewal			
	a. Educational Program			
	i. Students to be Served	p.19-20, 34-50	Student to be Served: It is the intent of the LAS to offer an exceptional Spanish and English bilingual education program for transitional kindergarten through eighth grade students, particularly English learners and those from historically underserved populations.	
	ii. Specific annual goals for each subgroup of pupils	p.82-90	LAS conducts an annual analysis of achievement data by schoolwide, grade level and subgroups: SocioEconomic Disadvantaged (SED), Latino, Students with Disabilities (SWD) and English Learners (EL)/Reclassified Fluent English Proficient (RFEP). Foster youth number at LAS does not qualify as numerically significant. (See attachment of LAS goals and actions per significant subgroup)	Charter Petition Pages 26-27 Charter Response Appendix #1 and Charter Response Appendix #2
			Target population - English Learners (EL)	Charter Petition Pages: 51- 63
			Target population - Historically underserved population (LAS subgroups: Latino, SED, EL/RFEP and SWD)	Charter Petition Pages: 64- 80
			Students performing above grade level: Aligned with the components of the Gifted and Talented Educational Program Standards, a myriad of instructional strategies are embedded in the classrooms that foster enrichment and accelerated learning for identified students. For example, during language arts instruction in Spanish and English, students read at their own instructional level where the text can range at grade level to three grade levels higher. Student interests and levels of proficiency guide the selection of content and instructional strategies for academic challenge and enrichment.	Charter Petition: 70
	b. Measurable Pupil Outcomes	p.90-99	See attached	Charter Response Appendix #2
	c. Pupil Progress	p.99-103	See attached	Charter Response Appendix # 3 Charter Petition: 100-103
	d. Governance	p.107	See attached	Charter Response Appendix #4
	e. Employee Qualifications	p.121	Clarification Statement: All non-core teachers must be bilingual or otherwise be able to communicate with non-English speaking students.	
	f. Health and Safety	A p.319-323, 261	See attached	Charter Response Appendix #5
	g. Racial and Ethnic Balance	p.125	See attached	Charter Response Appendix #6
	h. Admission Requirements	p.133, 132-133, p. 131, A p. 369, 133	1) LAS is in compliance with AB 1360. In the future, any changes to the enrollment preferences will be presented to SCUSD for a public hearing. 2) The tour of the school and participation in the enrollment information session is strongly encouraged. These meetings can take place at the school site, or at any of the other organizations where LAS staff have the opportunity to present information. Additionally, the following is a description of the legally compliant lottery system: See attached	Charter Response Appendix #7
	i. Budget	A p. 395	See attached	Charter Response Appendix #8

LAS CHARTER RESPONSE (v022219)

APPENDIX 1

Subgroups DFM Analysis

3. Element for Renewal Response v022019
a.ii. Specific annual goals for each subgroup of pupils

Academic Achievement by Subgroup:
Increases in pupil academic achievement for all groups served by the school must be considered as the most important factor in determining whether to grant a charter renewal. (Ed Code 47607, subd. (a)(3)(A).)

Prerequisite understanding:

- 1) LAS is a bilingual Spanish and English immersion program.
- 2) Aggregate Gr3-8 CAASPP scores are not suitable for analysis since English literacy instruction does not begin until Gr3 at LAS.
- 3) For program progress monitoring, LAS uses the End of Stage 3 Biliteracy Trajectory Gr8 cohort performance for comparative achievement analysis.

Grade 8 Cohort Performance: 2017 and 2018
Distance from Level Met (DFM): Comparative from Baseline Gr6 to End of Stage 3: Gr8

LAS End of Stage 3 Gr8 Cohort: All Students and Major Subgroups	ELA				Mathematics			
	Gr8 Cohort in 2017		Gr8 Cohort in 2018		Gr8 Cohort in 2017		Gr8 Cohort in 2018	
	Baseline: Gr6	Endo(Stage3): Gr8	Baseline: Gr6	Endo(Stage3): Gr8	Baseline: Gr6	Endo(Stage3): Gr8	Baseline: Gr6	Endo(Stage3): Gr8
All Students (Gr8)	-40.7	118	-19.4	118.5	-44	-14.7	-49.4	-32.1
Latino (Gr8)	-45.4	115	-19.8	118.8	-49.1	-17.9	-46.8	-29.1
Socioeconomic Disadvantaged (Gr8)	-59.7	-109.9	-32.9	-3.7	-60	-47.6	-59.8	-40.1
*Students with Disabilities (Gr8)	-163.7	-109.2	-67.6	1.6	-131.7	-11.4	-89.6	-145.5
*English Learners (Gr8) Analyze in tandem with RFEF subgroup below	-97.4	-97.8	-59.7	-82.3	-83.8	-122	-94.7	-146
RFEF (Gr8) Analyze in tandem with EL subgroup above	-11.2	31.6	-19	10.4	-27.2	1.6	-26.6	-28.7

LAS Subgroup Goals and Actions
(Please refer to UPDATED Charter Goals from Charter Response Appendix for more details)

Overall, by the End of Stage 3 Gr8, LAS Gr8 in 2017 and Gr8 in 2018 cohorts show an upward growth trajectory in achievement for both ELA and Math; this is a historical cohort trend in longitudinal performance of LAS students.

Latino subgroup: Continue cohort improvement trajectory by End of Stage 3 Gr8. Action plan: Close monitoring of literacy and math benchmark data for the subgroup.

Socioeconomic Disadvantaged subgroup: Continue cohort improvement trajectory by End of Stage 3 Gr8. Action plan: Close monitoring of literacy and math benchmark data for the subgroup and research implication of digital access divide between home and school learning.

* By End of Stage 3 Gr8, the cohort typically has 10 or fewer students tested for this subgroup. In order to protect student privacy, CAASPP does not publish this data and hence, making it not suitable for comparative analysis of % of students who met or exceeded standards. Students with disabilities subgroup: Continue cohort improvement trajectory in ELA. In 2018 Gr8 SWD showed a decrease in DFM for math. Action plan: Implementation of a computer adaptive MAP Math benchmark for closer monitoring of student progress during the school year and collaborative planning between General Ed. and Education Specialist on strategies, intervention and support in order to meet IEP math goals. Include internal analysis of IEP profile: Student meeting 80% of stated IEP goals.

* By End of Stage 3 Gr8, the cohort typically has 10 or fewer students tested for this subgroup. In order to protect student privacy, CAASPP does not publish this data and hence, making it not suitable for comparative analysis of % of students who met or exceeded standards. English learners subgroup: Caveat: By End of Stage 3 Gr8, the majority of students are in RFEF status, which aligns with the LAS EL reclassification rate goal. A citation plan: Implementation of a computer adaptive MAP Math benchmark for closer monitoring of student progress during the school year. Closer analysis of ELs with IEPs for alternative reclassification qualifier status.

RFEF subgroup: This End of Stage 3 Gr8 data must be analyzed in tandem with the EL subgroup data in order to get a full picture of EL cohort growth and achievement in the LAS immersion program. In most scenario, RFEF students have shown positive DFM growth. In 2018, Gr8 RFEF students showed a small decrease in DFM for math. Action plan: Implementation of a computer adaptive MAP Math benchmark for closer monitoring of student progress during the school year.

Note:
* By End of Stage 3 Gr8, the cohort typically has 10 or fewer students tested for this subgroup. In order to protect student privacy, CAASPP does not publish this data and hence, it is not suitable for comparative analysis of % of students who met or exceeded standards.

Color Codes:

- Green: growth points above DFM
- Light Green: growth points toward DFM
- Yellow: Maintained DFM points
- Orange: Decrease DFM points

LAS CHARTER RESPONSE (v022219)

APPENDIX 2

LAS Charter Goal

Updates and Subgroups

□ CHARTER GOALS

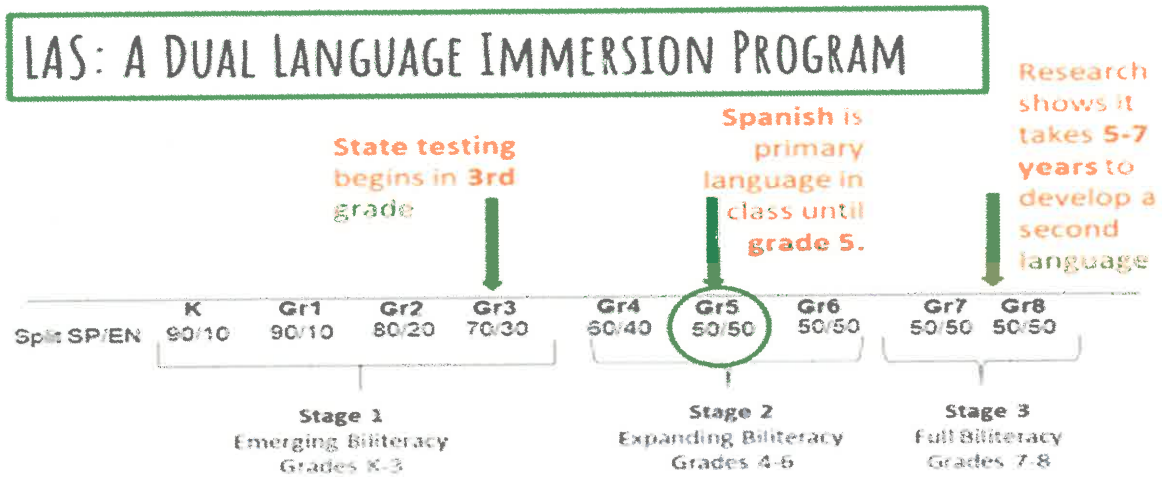
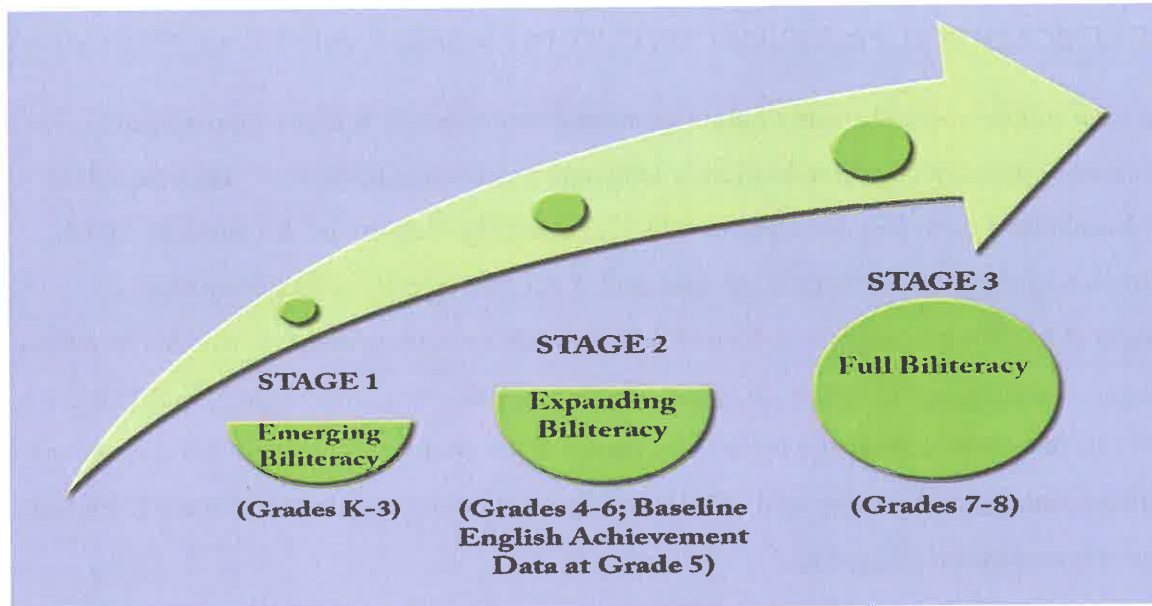
UNIQUE EDUCATIONAL PROGRAM CONTEXT IN UNDERSTANDING ACHIEVEMENT

Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP) (Cummins, 2017; Howard, Lindholm-Leary, Rogers, Olague, Medina, Kennedy, Sugarman, & Christian, 2018). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans. LAS's biliteracy grade span progression is divided into three stages: Stage 1: Emerging Biliteracy, Stage 2: Expanding Biliteracy, and Stage 3: Full Biliteracy. Because of its 90-10 dual language immersion model, LAS students in Stage 1 and early Stage 2 receive instruction primarily in Spanish. Concurrently, academic assessments at these levels are predominantly conducted in Spanish.

By the end of Stage 2, many students make the linguistic and academic transfer as expected in dual language bilingual education programs. Therefore, it is most appropriate for LAS to utilize the end of Grade 5 English standardized assessment data as the baseline for individual student growth analysis.

By Grades 7 and 8 in Stage 3, LAS students' English proficiency in various subject matters is at least comparable, if not higher than, students in non-dual language immersion schools. Simultaneously, these same LAS middle school students will have acquired Spanish language proficiency comparable to that of a college student enrolled in an advanced level language class. After reaching full biliteracy, the LAS Graduate enters the high school pipeline better prepared to travel the bridge to college and career milestones.

LAS BILITERACY GRADE SPAN PROGRESSION



The Language Academy of Sacramento charter goals highlighted are in alignment with the State educational priorities as featured in the CA Dashboard and the Local Control Accountability Plan (LCAP) reporting as well as in the Sacramento City Unified School District (SCUSD) Annual Performance Report's (APR) Key Performance Indicators (KPI) section.

Note that the highlighted LAS academic performance goals below represent the End of Stage 3 Gr8 expectations per LAS Biliteracy Grade Span Progression.

□ **UPDATED LAS KEY CHARTER GOALS (Charter Petition Review v022219)**

<p style="text-align: center;">LAS Goals and Metrics</p> <p style="text-align: center;"><i>Note: LAS Numerically Significant Pupil Subgroups- 1) Latino, 2) Socio-economic disadvantaged (SED), 3) English Learners (EL), and 4) Students with disabilities (SWD). (Foster youth number at LAS does not qualify as numerically significant).</i></p>	<p style="text-align: center;">LAS Mission (M) Alignment:</p> <p style="text-align: center;">M1: Biliteracy M2: Confidence/Life Skills M3: Leadership/ Critical Thinking</p>	<p style="text-align: center;">CA State Priority (SP1-SP8) and SCUSD Annual Performance Report (APR) Key Indicator Alignment (KP: 4,5,6,7,8)</p>
LAS Goal #1		
Description: Low Chronic Absenteeism		
<p>G1.0 Attendance rate of 95% or above G1.1 LAS subgroups attendance rate will be within a 2% margin from the schoolwide attendance goal.</p>	M2	SP5, KP4
LAS Goal #2		
Description: Low Suspension Rate		
<p>G2.0 Suspension rate lower than 2% G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal.</p>	M2	SP6, KP5
LAS Goal #3		
Description: High Achievement in Language Arts: English (ELA) and Spanish (SLA)		
<p>External Accountability: By the End of Stage 3 Gr8 achievement goals: <u>G3.0 SBAC % of students who met/exceeded ELA standards-</u> <u>G3.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline</p>	M1	SP4, KP7

<p><u>G3.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline</p> <p><u>G3.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p><u>G3.1</u> SBAC Difference from Met (DFM) points in ELA:</p> <p><u>G3.1A</u> All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data</p> <p><u>G3.1B</u> Subgroups: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data</p>		
<p>Internal Accountability:</p> <p><u>G3.2</u> LAS Benchmark DRA/EDL-</p> <p><u>G3.2A</u> All Students: By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish</p> <p><u>G3.2B</u> Subgroups: By End of Stage 2 Gr6, 70% or more of Gr6 student subgroups will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish</p> <p><u>G3.3</u> SWD Subgroup LAS IEP Student Goals- Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>		
<p>Goal #4</p>		
<p>Description: High Achievement in Mathematics</p>		
<p>External Accountability:</p> <p>By the End of Stage 3 Gr8 achievement goals:</p> <p><u>G4.0</u> SBAC % of students who met/exceeded Math standards-</p> <p><u>G4.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline</p>	<p>M1</p>	<p>SP4, KP6</p>

<p><u>G4.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p><u>G4.1 SBAC Difference from Met (DFM) points in Math:</u></p> <p><u>G4.1A</u> All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data</p> <p><u>G4.1B</u> Subgroups: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data</p>		
<p>Internal Accountability:</p> <p><u>G4.2 LAS MAP Math- New; First year implementation.</u> LAS will establish baseline goals in 2019</p> <p><u>G4.2A</u> All Students: To be determined</p> <p><u>G4.2B</u> Subgroups: To be determined</p> <p><u>G4.3 SWD Subgroup LAS IEP Student Goals-</u> Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>		
<p>Goal #5</p>		
<p>Description: Upward Trajectory of EL Progress Towards Reclassification (RFEP) Status <i>(Note: These two subgroups (EL and RFEP) must be analyzed in tandem for accurate depiction of progress)</i></p>		
<p>External Accountability:</p> <p><u>G5.0 Cohort reclassification rate of 70% or higher by the End of Stage 3 Gr8.</u> (See EL and RFEP applicable goals above: 3.0B, 3.0C, 3.1B, 3.2B and 4.0B, 4.0C, 4.1B, 4.2B)</p>	<p>M1</p>	<p>SP2</p>
<p>Internal Accountability:</p> <p><u>G5.1 LAS Reading Benchmark-</u> By End of Stage 2, 70% or more of Gr6 EL students will show growth from the beginning of the year to the end of the year reading assessment data</p> <p><u>G5.2 LAS MAP Math- New; First year implementation.</u> LAS will establish baseline goals in 2019 for EL subgroup and RFEP subgroup</p>		

Goal #6

Description: High Satisfaction Data from Climate Survey

G6.0 Student Annual Survey Data:
90% or higher of students will agree with the statement, "I like my school."

M3

SP3, SP5, KP8

G6.1 Family Annual Survey Data:
90% or higher of families will agree with the statement, "I would recommend the school to others."

G6.2 Staff Annual Survey Data:
90% or higher of staff will agree with the statement, "I would recommend the school to others."

□ LCAP EXECUTIVE SUMMARY (Excerpt from LAS LCAP)

On February 19, 2004, the SCUSD School Board unanimously voted to approve the charter petition for the Language Academy of Sacramento (LAS). Today the school operates as an independent directly funded charter that is also a California non-profit 501(c)(3) public benefit corporation. Since the charter school's opening in 2004, LAS enrollment has grown from 228 students to 585 for the 2017-18 school year. As of June 2018, there are 732 children on the LAS waiting list.

LAS Demographics

During the 2017-18 year, LAS demographic data constituted 75% Socioeconomically Disadvantaged, 41% English Learners and 11% qualified for Special Education services. Ethnicity data revealed that 94% of students were Latino, 2% Black/African American, 3% White, and 1% Other. Sixty one (61%) of the families at LAS identified Spanish as their primary language.

LAS Academics

LAS is a TK-8 Two Way Spanish Immersion public school that offers a challenging curriculum emphasizing **Academic Achievement, Bilingualism and Biliteracy**, and a **Collaborative** home and school relationship. Key components of the LAS academic program include instruction in English and Spanish in all grade levels, smaller class size, an extended school day and year, and community partnerships to enrich the curriculum. Currently In its 14th year, LAS has become the area's only TK-8 dual immersion educational program. It has seen continuous academic growth and supports college and career readiness.

□ **UPDATED 8 STATE PRIORITIES AND LAS LCAP GOALS**

(Charter Petition Review v022219)

Note: LAS Numerically Significant Pupil Subgroups- 1) Latino, 2) Socio-economic disadvantaged (SED), 3) English Learners (EL), and 4) Students with disabilities (SWD). (Foster youth number at LAS does not qualify as numerically significant).

State Priority Description <i>Sub-Priorities</i>	Measurable Goals to Achieve Sub-Priorities	Actions to Achieve Measurable Goals	Measurable Outcome to Define Success <i>(Methods of Measurement)</i>
SP1: Basics: Teachers, Instructional Materials, Facilities			
<i>Provide students access to fully credentialed teachers</i>	FY17 and FY18: 100% of teachers are fully credentialed	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed	Maintain 100% of teachers fully credentialed <i>(Percentage of properly credentialed teachers)</i>
<i>Provide students access to standards-aligned instructional materials</i>	Instructional materials are researched based, implemented with fidelity within the context of a dual language program, and aligned with Common Core State Standards Coordinated effort in analyzing subgroup needs per data analysis and MTSS process	All core subjects instruction are based on Common Core State Standards Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials	Record of research and purchase: CCSS aligned curricula Implementation support by school leadership <i>(Percentage of students with access to standards-aligned instructional material)</i>

<i>Provide facilities in good repair</i>	FY17 and FY18: SARC rating “Good”	Facilities Committee continues to address the short and long term vision for the school, including updates to ADA compliant projects. Ensure hiring of exemplary staff to help with continued maintenance of the facility	Maintain an overall rating of “Good” on SARC <i>(Facilities in good repair per SARC)</i>
State Priority Description <i>Sub-Priorities</i>	Measurable Goals to Achieve Sub-Priorities	Actions to Achieve Measurable Goals	Measurable Outcome to Define Success <i>(Methods of Measurement)</i>
SP2: Implementation of state standards and addressing how EL students will be enabled to gain academic content knowledge and English language proficiency			
<i>Provide an educational experience where alignment of all curriculum and assessments in core subjects, including ELD standards within the dual immersion context, ensure biliteracy for all students</i>	FY17 and FY18 Professional development learnings reflect a 100% focus on CCSS aligned curriculum, instruction and assessment, learning and teaching best practices, including foundational trainings of ELD standards and the new ELPAC statewide assessment for English language proficiency.	School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners.	Professional Development Calendar that reflects CCSS and ELD trainings Implementation support by school leadership <i>(Full implementation of the academic content and performance standards adopted by the state board)</i> <i>(Strategic tandem implementation of CCSS and ELD standards that enable English learners to</i>

			<i>access academic content knowledge and gain English language proficiency)</i>
State Priority Description <i>Sub-Priorities</i>	Measurable Goals to Achieve Sub-Priorities	Actions to Achieve Measurable Goals	Measurable Outcome to Define Success <i>(Methods of Measurement)</i>
SP3: Parent engagement , including efforts to seek parent input for making decisions and to promote parent participation of unduplicated students and those with exceptional needs			
<i>LAS: Volunteerism</i>	FY17 and FY18: Total volunteer hours are 3947 and 4930.5, respectively FY17 and FY18: 56% and 62% of families with some/met 20 hours of volunteer, respectively	Continue the annual calendar of meetings and events for families to participate, share their voice about student learning and how they can volunteer to help achieve school goals.	Maintain or increase current data of annual total number of volunteer hours <i>(LCAP reported items: Annual total number of volunteer hours)</i>
<i>LAS: Voter participation</i>	FY17 and FY18: 62% and 57%, governing board voter participation rate, respectively	Continue to share the importance of voting participation as an independent governing charter school Continue invitation of parents of unduplicated students, and SWD subgroup for participation in Board, School Site Council, ELAC	Maintain or increase current percentage of voter participation in governance elections <i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i> Governance membership lists and representations
<i>LAS: Stakeholder Satisfaction</i>		Continue to reflect on annual survey data to implement key initiatives that help	Maintain or increase current percentage of at least 90% of annual survey participants

		expand parent engagement	who would “recommend the school to others.” <i>(LCAP Reported Items: Annual satisfaction data based on annual stakeholder survey)</i>
State Priority Description <i>Sub-Priorities</i>	Measurable Goals to Achieve Sub-Priorities	Actions to Achieve Measurable Goals	Measurable Outcome to Define Success <i>(Methods of Measurement)</i>
SP4: Student Achievement based on statewide assessments, percentage of ELs making progress in ELPAC, and EL reclassification rate			
<i>Student achievement and biliteracy for all students</i>	Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes- External Accountability: <i>Establish new baseline based on ELPAC after 2yrs of implementation</i> Stage 1: Emerging Biliteracy (K-3) Stage 2: Expanding Biliteracy (4-6) Stage 3: Full Biliteracy (7-8)	Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators	Maintain End of Stages (1, 2, and 3) English learner dual language program academic growth trajectory, including End of Stage 3 (Gr8) 5% increase reclassification rate annually <i>(Statewide assessment 100% participation rate goal; RFEP rate and EL annual growth progress percentages)</i>
	External Accountability: By the End of Stage 3 Gr8 achievement goals: <u>G3.0 SBAC % of students who</u>	Analyze ELA achievement data by schoolwide, grade level and subgroups Continued study on most recent bilingual immersion research	Maintain End of Stage 3 (Gr8) SBAC ELA performance data to be at comparable/ competitive trajectory: Schoolwide and for

	<p><u>met/exceeded ELA standards-</u> <u>G3.0A All Students:</u> By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline <u>G3.0B Subgroups:</u> By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline <u>G3.0C All Students and Subgroups:</u> By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p>	<p>and its efficacy for students, particularly the identified subgroups</p>	<p>numerically significant subgroups</p>
	<p><u>G3.1 SBAC Difference from Met (DFM) points in ELA:</u> <u>G3.1A All Students:</u> By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data <u>G3.1B Subgroups:</u> By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data</p>		

	<p>Internal Accountability: <u>G3.2 LAS Benchmark DRA/EDL-</u> <u>G3.2A</u> All Students: By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish <u>G3.2B</u> Subgroups: By End of Stage 2 Gr6, 70% or more of Gr6 student subgroups will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish</p>		
	<p><u>G3.3 SWD Subgroup LAS IEP Student Goals-</u> Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>	<p><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i></p>	<p><i>Annual review of SPED program student IEP profiles will reflect goal data.</i></p>
	<p>External Accountability: By the End of Stage 3 Gr8 achievement goals: <u>G4.0 SBAC % of students who</u></p>	<p>Analyze Math achievement data by schoolwide, grade level and subgroups Continued study on most recent bilingual immersion research and its efficacy for</p>	<p>Maintain End of Stage 3 (Gr8) SBAC Math performance data to be at comparable/ competitive trajectory: Schoolwide and for</p>

	<p><u>met/exceeded Math standards-</u> <u>G4.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline <u>G4.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline <u>G4.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p>	<p>students, particularly the identified subgroups</p>	<p>numerically significant subgroups</p>
	<p><u>G4.1 SBAC Difference from Met (DFM) points in Math:</u> <u>G4.1A</u> All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data <u>G4.1B</u> Subgroups: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data</p>		

	<p>Internal Accountability: <u>G4.2 LAS MAP Math</u>- New; First year implementation. LAS will establish baseline goals in 2019 <u>G4.2A All Students:</u> To be determined <u>G4.2B Subgroups:</u> To be determined</p>	Analysis of schoolwide and subgroup data from MAP Math Benchmark	Once baseline is established, monitoring all student and subgroup growth during the year
	<p><u>G4.3 SWD Subgroup LAS IEP Student Goals</u>- Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>	<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>	<i>Annual review of SPED program student IEP profiles will reflect goal data.</i>
<p>State Priority Description <i>Sub-Priorities</i></p>	<p>Measurable Goals to Achieve Sub-Priorities</p>	<p>Actions to Achieve Measurable Goals</p>	<p>Measurable Outcome to Define Success <i>(Methods of Measurement)</i></p>
<p>SP5: Student Engagement based on school attendance rates, chronic absenteeism rate, and middle school dropout rate</p>			
<p><i>Student engagement and building confidence and life skills for all students</i></p>	<p>FY17 and FY18 Historical Data: All Students: Attendance rate Actual: 97% and 97%</p> <p>Subgroups: 1) Latino: 97.4% and 97.3% 2) EL: 97.2% and 97.2% 3) SED: 97.2% and 97.2%</p>	<p>Continue to closely monitor student attendance trends: schoolwide and for identified subgroups</p>	<p>All Students: Schoolwide attendance rate of 95% or above</p> <p>Identified subgroups rate within 2% margin of schoolwide attendance</p> <p><i>(Annual attendance rate)</i></p>

	4) SWD: 97% and 97.1%		
<i>Low chronic absenteeism rate</i>	<p>Absenteeism (chronic) at 2.9% and 3.2% rate, respectively</p> <p>Subgroups FY2018:</p> <ol style="list-style-type: none"> 1) Latino: 3.3% 2) EL: 3.4% 3) SED: 3.6% 4) SWD: 2.7% 	<p>Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p> <p>Continue close monitoring of subgroups and areas of need via MTSS process</p> <p>Wrap around health and mental health supports provided to subgroups with identified need</p> <p>Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression</p>	<p>All Students: Chronic Absenteeism rate of less than 3%</p> <p>Identified subgroups rate within 2% margin of schoolwide low chronic absenteeism rate</p> <p><i>(Annual chronic absenteeism rate)</i></p>
<i>Low middle school dropout rate</i>	Dropout for middle school at zero rate	Continue review of annual student survey data for improvement areas	<p>Middle school dropout rate at less than 1%</p> <p><i>(Annual middle school dropout rate Annual student survey data)</i></p>

<p>State Priority Description</p> <p><i>Sub-Priorities</i></p>	<p>Measurable Goals to Achieve Sub-Priorities</p>	<p>Actions to Achieve Measurable Goals</p>	<p>Measurable Outcome to Define Success</p> <p><i>(Methods of Measurement)</i></p>
<p>SP6: School Climate- Suspension rate and expulsion rate Other local measures, including survey of pupils, parents and teachers regarding school climate, school safety and connectedness</p>			
<p><i>School climate and building confidence, leadership, and critical thinking skills for all students</i></p> <p><i>Low suspension rate</i></p>	<p>FY17 and FY18: Suspension rate = 1.9% and less than 1%, respectively</p> <p>Subgroups FY2018:</p> <ol style="list-style-type: none"> 1) Latino: 0.7% 2) EL: 0% 3) SED: 0.9% 4) SWD: 2.7% 	<p>Continue high level of student engagement academically and socio-emotionally</p> <p>Continue to closely monitor student suspension trends: schoolwide and for identified subgroups</p> <p>Continue close monitoring of subgroups and areas of need via MTSS process</p>	<p>All Students: Suspension rate goal of 2% or less</p> <p>Identified subgroups rate within 2% margin of schoolwide suspension rate</p> <p><i>(Annual suspension rate)</i></p>
<p><i>Low expulsion rate</i></p>	<p>Expulsion rate= 0% for both years</p> <p>Identified subgroups rate within 2% margin of schoolwide suspension rate</p>	<p>Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups</p>	<p>Expulsion rate goal of less than 1%</p> <p>Identified subgroups rate within 2% margin of schoolwide expulsion rate</p> <p><i>(Annual expulsion rate)</i></p>
<p><i>High participation rate</i></p>	<p>FY17 and FY18: Stakeholder survey participation: Student: 95% and 93%, respectively</p>	<p>Continue administering stakeholder survey data annually and monitor for areas of improvement</p>	<p>Stakeholder survey participation goal: maintenance of 90% and above current rate and incremental 5%</p>

	Families: 69% and 67%, respectively Staff: 95% and 98%, respectively		increase for family survey completion <i>Annual stakeholder survey data:</i> 1) Families 2) Staff 3) Students
State Priority Description <i>Sub-Priorities</i>	Measurable Goals to Achieve Sub-Priorities	Actions to Achieve Measurable Goals	Measurable Outcome to Define Success <i>(Methods of Measurement)</i>
SP7: Course Access - Broad course of study that included all the subject areas described in 51210 and 51220(a)(i) as applicable; Programs and services developed and provided to unduplicated pupils and students with exceptional needs			
<i>Course access and its role in supporting the fulfillment of LAS mission</i> 1) <i>LAS students are enrolled in broad course of study. As a DLBE program, students receive instruction equivalent to advanced level of foreign language study</i>	100% of students have access to broad course of core subject study, including: PE, visual and performing arts technology, and global language, in middle school years Subgroups: Expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session	Continue core subject offerings based on DLE program design (Spanish and English) Continue elective courses offerings in middle school Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session	100% of MS students participate in elective courses Expanded learning opportunity and/or interventions program plan and results <i>(Course offering archives)</i>
<i>Set events on schooling pipeline</i>	<i>Facilitated transition of graduates to local high schools</i>	Continue Senderos al Exito (SALE) meetings where LAS Gr8 families learn about high school programs	100% Gr8 students and families are provided the SALE venue and have access to staff support in understanding high

		Continue facilitated support of Gr8 students as they apply to local high schools	school applications and transitions <i>(Calendar of Middle School Events and attendance sign up forms)</i>
State Priority Description <i>Sub-Priorities</i>	Measurable Goals to Achieve Sub-Priorities	Actions to Achieve Measurable Goals	Measurable Outcome to Define Success <i>(Methods of Measurement)</i>
SP8: Other Student Outcomes- Pupil outcomes (if available) in the subject areas described in 51210 and 51220(a)(i) as applicable			
<i>LAS Mission: BILITERACY- Spanish language proficiency</i>	EDL Spanish reading data by End of Stage 2 (Gr6): 75% at grade level	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)	<i>At least a 5% increase in Spanish grade level percentage of EDL/ Spanish benchmark by End of Stage 2 (Gr6) annually</i>
	Gr8 Diagnostic SAT Subject Test in Spanish/ AP Spanish Test: Comparable data with College Board average score	Continue administration of Gr8 diagnostic College Board exams in Spanish	Gr8 College Board Tests in Spanish comparative performance data to College Board average score <i>(Gr8 College Board Spanish test data)</i>

□ CHARTER GOALS

UNIQUE EDUCATIONAL PROGRAM CONTEXT IN UNDERSTANDING ACHIEVEMENT

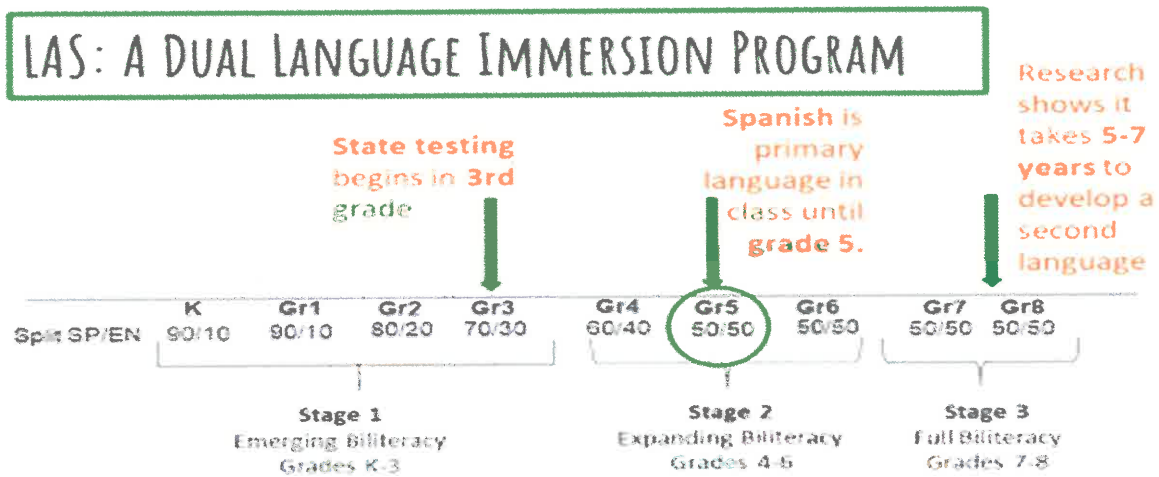
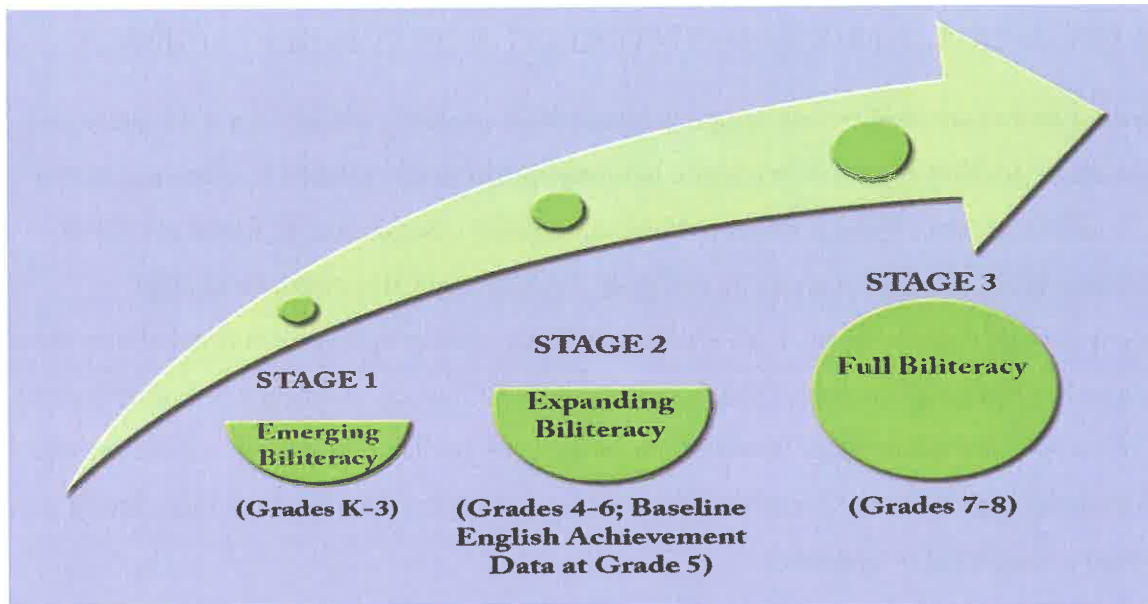
Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP) (Cummins, 2017; Howard, Lindholm-Leary, Rogers, Olague, Medina, Kennedy, Sugarman, & Christian, 2018). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans. LAS's biliteracy grade span progression is divided into three stages: Stage 1: Emerging Biliteracy, Stage 2: Expanding Biliteracy, and Stage 3: Full Biliteracy. Because of its 90-10 dual language immersion model, LAS students in Stage 1 and early Stage 2 receive instruction primarily in Spanish. Concurrently, academic assessments at these levels are predominantly conducted in Spanish.

By the end of Stage 2, many students make the linguistic and academic transfer as expected in dual language bilingual education programs. Therefore, it is most appropriate for LAS to utilize the end of Grade 5 English standardized assessment data as the baseline for individual student growth analysis.

By Grades 7 and 8 in Stage 3, LAS students' English proficiency in various subject matters is at least comparable, if not higher than, students in non-dual language immersion schools.

Simultaneously, these same LAS middle school students will have acquired Spanish language proficiency comparable to that of a college student enrolled in an advanced level language class. After reaching full biliteracy, the LAS Graduate enters the high school pipeline better prepared to travel the bridge to college and career milestones.

LAS BILITERACY GRADE SPAN PROGRESSION



The Language Academy of Sacramento charter goals highlighted are in alignment with the State educational priorities as featured in the CA Dashboard and the Local Control Accountability Plan (LCAP) reporting as well as in the Sacramento City Unified School District (SCUSD) Annual Performance Report's (APR) Key Performance Indicators (KPI) section.

Note that the highlighted LAS academic performance goals below represent the End of Stage 3 Gr8 expectations per LAS Biliteracy Grade Span Progression.

❑ **UPDATED LAS KEY CHARTER GOALS** (Charter Petition Review v022219)

<p style="text-align: center;">LAS Goals and Metrics</p> <p style="text-align: center;"><i>Note: LAS Numerically Significant Pupil Subgroups- 1) Latino, 2) Socio-economic disadvantaged (SED), 3) English Learners (EL), and 4) Students with disabilities (SWD). (Foster youth number at LAS does not qualify as numerically significant).</i></p>	<p style="text-align: center;">LAS Mission (M) Alignment:</p> <p style="text-align: center;">M1: Biliteracy M2: Confidence/Life Skills M3: Leadership/ Critical Thinking</p>	<p style="text-align: center;">CA State Priority (SP1-SP8) and SCUSD Annual Performance Report (APR) Key Indicator Alignment (KP: 4,5,6,7,8)</p>
LAS Goal #1		
Description: Low Chronic Absenteeism		
<p>G1.0 Attendance rate of 95% or above G1.1 LAS subgroups attendance rate will be within a 2% margin from the schoolwide attendance goal.</p>	M2	SP5, KP4
LAS Goal #2		
Description: Low Suspension Rate		
<p>G2.0 Suspension rate lower than 2% G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal.</p>	M2	SP6, KP5
LAS Goal #3		
Description: High Achievement in Language Arts: English (ELA) and Spanish (SLA)		
<p>External Accountability: By the End of Stage 3 Gr8 achievement goals: <u>G3.0 SBAC % of students who met/exceeded ELA standards-</u> <u>G3.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline</p>	M1	SP4, KP7

<p><u>G3.0B Subgroups</u>: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline</p> <p><u>G3.0C All Students and Subgroups</u>: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p><u>G3.1 SBAC Difference from Met (DFM) points in ELA</u>:</p> <p><u>G3.1A All Students</u>: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data</p> <p><u>G3.1B Subgroups</u>: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data</p>		
<p>Internal Accountability:</p> <p><u>G3.2 LAS Benchmark DRA/EDL-</u></p> <p><u>G3.2A All Students</u>: By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish</p> <p><u>G3.2B Subgroups</u>: By End of Stage 2 Gr6, 70% or more of Gr6 student subgroups will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish</p> <p><u>G3.3 SWD Subgroup LAS IEP Student Goals-</u> Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>		
<p>Goal #4</p>		
<p>Description: High Achievement in Mathematics</p>		
<p>External Accountability:</p> <p>By the End of Stage 3 Gr8 achievement goals:</p> <p><u>G4.0 SBAC % of students who met/exceeded Math standards-</u></p> <p><u>G4.0A All Students</u>: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0B Subgroups</u>: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline</p>	<p>M1</p>	<p>SP4, KP6</p>

<p><u>G4.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p><u>G4.1 SBAC Difference from Met (DFM) points in Math:</u></p> <p><u>G4.1A</u> All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data</p> <p><u>G4.1B</u> Subgroups: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data</p>		
<p>Internal Accountability:</p> <p><u>G4.2 LAS MAP Math- New; First year implementation.</u> LAS will establish baseline goals in 2019</p> <p><u>G4.2A</u> All Students: To be determined</p> <p><u>G4.2B</u> Subgroups: To be determined</p> <p><u>G4.3 SWD Subgroup LAS IEP Student Goals-</u> Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>		
<p>Goal #5</p>		
<p>Description: Upward Trajectory of EL Progress Towards Reclassification (RFEP) Status <i>(Note: These two subgroups (EL and RFEP) must be analyzed in tandem for accurate depiction of progress)</i></p>		
<p>External Accountability:</p> <p><u>G5.0 Cohort reclassification rate</u> of 70% or higher by the End of Stage 3 Gr8. (See EL and RFEP applicable goals above: 3.0B, 3.0C, 3.1B, 3.2B and 4.0B, 4.0C, 4.1B, 4.2B)</p>	<p>M1</p>	<p>SP2</p>
<p>Internal Accountability:</p> <p><u>G5.1 LAS Reading Benchmark-</u> By End of Stage 2, 70% or more of Gr6 EL students will show growth from the beginning of the year to the end of the year reading assessment data</p> <p><u>G5.2 LAS MAP Math- New; First year implementation.</u> LAS will establish baseline goals in 2019 for EL subgroup and RFEP subgroup</p>		

Goal #6

Description: High Satisfaction Data from Climate Survey

G6.0 Student Annual Survey Data:
90% or higher of students will agree with the statement, "I like my school."

M3

SP3, SP5, KP8

G6.1 Family Annual Survey Data:
90% or higher of families will agree with the statement, "I would recommend the school to others."

G6.2 Staff Annual Survey Data:
90% or higher of staff will agree with the statement, "I would recommend the school to others."

□ LCAP EXECUTIVE SUMMARY (Excerpt from LAS LCAP)

On February 19, 2004, the SCUSD School Board unanimously voted to approve the charter petition for the Language Academy of Sacramento (LAS). Today the school operates as an independent directly funded charter that is also a California non-profit 501(c)(3) public benefit corporation. Since the charter school's opening in 2004, LAS enrollment has grown from 228 students to 585 for the 2017-18 school year. As of June 2018, there are 732 children on the LAS waiting list.

LAS Demographics

During the 2017-18 year, LAS demographic data constituted 75% Socioeconomically Disadvantaged, 41% English Learners and 11% qualified for Special Education services. Ethnicity data revealed that 94% of students were Latino, 2% Black/African American, 3% White, and 1% Other. Sixty one (61%) of the families at LAS identified Spanish as their primary language.

LAS Academics

LAS is a TK-8 Two Way Spanish Immersion public school that offers a challenging curriculum emphasizing **Academic Achievement, Bilingualism and Biliteracy**, and a **Collaborative** home and school relationship. Key components of the LAS academic program include instruction in English and Spanish in all grade levels, smaller class size, an extended school day and year, and community partnerships to enrich the curriculum. Currently In its 14th year, LAS has become the area's only TK-8 dual immersion educational program. It has seen continuous academic growth and supports college and career readiness.

□ **UPDATED 8 STATE PRIORITIES AND LAS LCAP GOALS**

(Charter Petition Review v022219)

Note: LAS Numerically Significant Pupil Subgroups- 1) Latino, 2) Socio-economic disadvantaged (SED), 3) English Learners (EL), and 4) Students with disabilities (SWD). (Foster youth number at LAS does not qualify as numerically significant).

State Priority Description Sub-Priorities	Measurable Goals to Achieve Sub-Priorities	Actions to Achieve Measurable Goals	Measurable Outcome to Define Success <i>(Methods of Measurement)</i>
SP1: Basics: Teachers, Instructional Materials, Facilities			
<i>Provide students access to fully credentialed teachers</i>	FY17 and FY18: 100% of teachers are fully credentialed	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed	Maintain 100% of teachers fully credentialed <i>(Percentage of properly credentialed teachers)</i>
<i>Provide students access to standards-aligned instructional materials</i>	Instructional materials are researched based, implemented with fidelity within the context of a dual language program, and aligned with Common Core State Standards Coordinated effort in analyzing subgroup needs per data analysis and MTSS process	All core subjects instruction are based on Common Core State Standards Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials	Record of research and purchase: CCSS aligned curricula Implementation support by school leadership <i>(Percentage of students with access to standards-aligned instructional material)</i>

<i>Provide facilities in good repair</i>	FY17 and FY18: SARC rating “Good”	Facilities Committee continues to address the short and long term vision for the school, including updates to ADA compliant projects. Ensure hiring of exemplary staff to help with continued maintenance of the facility	Maintain an overall rating of “Good” on SARC <i>(Facilities in good repair per SARC)</i>
State Priority Description <i>Sub-Priorities</i>	Measurable Goals to Achieve Sub-Priorities	Actions to Achieve Measurable Goals	Measurable Outcome to Define Success <i>(Methods of Measurement)</i>
SP2: Implementation of state standards and addressing how EL students will be enabled to gain academic content knowledge and English language proficiency			
<i>Provide an educational experience where alignment of all curriculum and assessments in core subjects, including ELD standards within the dual immersion context, ensure biliteracy for all students</i>	FY17 and FY18 Professional development learnings reflect a 100% focus on CCSS aligned curriculum, instruction and assessment, learning and teaching best practices, including foundational trainings of ELD standards and the new ELPAC statewide assessment for English language proficiency.	School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners.	Professional Development Calendar that reflects CCSS and ELD trainings Implementation support by school leadership <i>(Full implementation of the academic content and performance standards adopted by the state board)</i> <i>(Strategic tandem implementation of CCSS and ELD standards that enable English learners to</i>

			<i>access academic content knowledge and gain English language proficiency)</i>
State Priority Description <i>Sub-Priorities</i>	Measurable Goals to Achieve Sub-Priorities	Actions to Achieve Measurable Goals	Measurable Outcome to Define Success <i>(Methods of Measurement)</i>
SP3: Parent engagement , including efforts to seek parent input for making decisions and to promote parent participation of unduplicated students and those with exceptional needs			
<i>LAS: Volunteerism</i>	FY17 and FY18: Total volunteer hours are 3947 and 4930.5, respectively FY17 and FY18: 56% and 62% of families with some/met 20 hours of volunteer, respectively	Continue the annual calendar of meetings and events for families to participate, share their voice about student learning and how they can volunteer to help achieve school goals.	Maintain or increase current data of annual total number of volunteer hours <i>(LCAP reported items: Annual total number of volunteer hours)</i>
<i>LAS: Voter participation</i>	FY17 and FY18: 62% and 57%, governing board voter participation rate, respectively	Continue to share the importance of voting participation as an independent governing charter school Continue invitation of parents of unduplicated students, and SWD subgroup for participation in Board, School Site Council, ELAC	Maintain or increase current percentage of voter participation in governance elections <i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i> Governance membership lists and representations
<i>LAS: Stakeholder Satisfaction</i>		Continue to reflect on annual survey data to implement key initiatives that help	Maintain or increase current percentage of at least 90% of annual survey participants

		expand parent engagement	who would “recommend the school to others.” <i>(LCAP Reported Items: Annual satisfaction data based on annual stakeholder survey)</i>
State Priority Description <i>Sub-Priorities</i>	Measurable Goals to Achieve Sub-Priorities	Actions to Achieve Measurable Goals	Measurable Outcome to Define Success <i>(Methods of Measurement)</i>
SP4: Student Achievement based on statewide assessments, percentage of ELs making progress in ELPAC, and EL reclassification rate			
<i>Student achievement and biliteracy for all students</i>	Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes- External Accountability: <i>Establish new baseline based on ELPAC after 2yrs of implementation</i> Stage 1: Emerging Biliteracy (K-3) Stage 2: Expanding Biliteracy (4-6) Stage 3: Full Biliteracy (7-8)	Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators	Maintain End of Stages (1, 2, and 3) English learner dual language program academic growth trajectory, including End of Stage 3 (Gr8) 5% increase reclassification rate annually <i>(Statewide assessment 100% participation rate goal; RFEP rate and EL annual growth progress percentages)</i>
	External Accountability: By the End of Stage 3 Gr8 achievement goals: <u>G3.0 SBAC % of students who</u>	Analyze ELA achievement data by schoolwide, grade level and subgroups Continued study on most recent bilingual immersion research	Maintain End of Stage 3 (Gr8) SBAC ELA performance data to be at comparable/ competitive trajectory: Schoolwide and for

	<p><u>met/exceeded ELA standards-</u> <u>G3.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline <u>G3.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline <u>G3.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p>	<p>and its efficacy for students, particularly the identified subgroups</p>	<p>numerically significant subgroups</p>
	<p><u>G3.1 SBAC Difference from Met (DFM) points in ELA:</u> <u>G3.1A</u> All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data <u>G3.1B</u> Subgroups: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data</p>		

	<p>Internal Accountability: <u>G3.2 LAS Benchmark DRA/EDL-</u> <u>G3.2A</u> All Students: By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish <u>G3.2B</u> Subgroups: By End of Stage 2 Gr6, 70% or more of Gr6 student subgroups will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish</p>		
	<p><u>G3.3 SWD Subgroup LAS IEP Student Goals-</u> Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>	<p><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i></p>	<p><i>Annual review of SPED program student IEP profiles will reflect goal data.</i></p>
	<p>External Accountability: By the End of Stage 3 Gr8 achievement goals: <u>G4.0 SBAC % of students who</u></p>	<p>Analyze Math achievement data by schoolwide, grade level and subgroups Continued study on most recent bilingual immersion research and its efficacy for</p>	<p>Maintain End of Stage 3 (Gr8) SBAC Math performance data to be at comparable/ competitive trajectory: Schoolwide and for</p>

	<p><u>met/exceeded Math standards-</u> <u>G4.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline <u>G4.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline <u>G4.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p>	<p>students, particularly the identified subgroups</p>	<p>numerically significant subgroups</p>
	<p><u>G4.1 SBAC Difference from Met (DFM) points in Math:</u> <u>G4.1A</u> All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data <u>G4.1B</u> Subgroups: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data</p>		

	<p>Internal Accountability: <u>G4.2 LAS MAP Math</u>- New; First year implementation. LAS will establish baseline goals in 2019 <u>G4.2A All Students:</u> To be determined <u>G4.2B Subgroups:</u> To be determined</p>	Analysis of schoolwide and subgroup data from MAP Math Benchmark	Once baseline is established, monitoring all student and subgroup growth during the year
	<p><u>G4.3 SWD Subgroup LAS IEP Student Goals</u>- Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>	<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>	<i>Annual review of SPED program student IEP profiles will reflect goal data.</i>
<p>State Priority Description <i>Sub-Priorities</i></p>	<p>Measurable Goals to Achieve Sub-Priorities</p>	<p>Actions to Achieve Measurable Goals</p>	<p>Measurable Outcome to Define Success <i>(Methods of Measurement)</i></p>
<p>SP5: Student Engagement based on school attendance rates, chronic absenteeism rate, and middle school dropout rate</p>			
<p><i>Student engagement and building confidence and life skills for all students</i></p>	<p>FY17 and FY18 Historical Data: All Students: Attendance rate Actual: 97% and 97%</p> <p>Subgroups: 1) Latino: 97.4% and 97.3% 2) EL: 97.2% and 97.2% 3) SED: 97.2% and 97.2%</p>	<p>Continue to closely monitor student attendance trends: schoolwide and for identified subgroups</p>	<p>All Students: Schoolwide attendance rate of 95% or above</p> <p>Identified subgroups rate within 2% margin of schoolwide attendance</p> <p><i>(Annual attendance rate)</i></p>

	4) SWD: 97% and 97.1%		
<i>Low chronic absenteeism rate</i>	<p>Absenteeism (chronic) at 2.9% and 3.2% rate, respectively</p> <p>Subgroups FY2018:</p> <ol style="list-style-type: none"> 1) Latino: 3.3% 2) EL: 3.4% 3) SED: 3.6% 4) SWD: 2.7% 	<p>Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p> <p>Continue close monitoring of subgroups and areas of need via MTSS process</p> <p>Wrap around health and mental health supports provided to subgroups with identified need</p> <p>Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression</p>	<p>All Students: Chronic Absenteeism rate of less than 3%</p> <p>Identified subgroups rate within 2% margin of schoolwide low chronic absenteeism rate</p> <p><i>(Annual chronic absenteeism rate)</i></p>
<i>Low middle school dropout rate</i>	Dropout for middle school at zero rate	Continue review of annual student survey data for improvement areas	<p>Middle school dropout rate at less than 1%</p> <p><i>(Annual middle school dropout rate Annual student survey data)</i></p>

<p>State Priority Description</p> <p><i>Sub-Priorities</i></p>	<p>Measurable Goals to Achieve Sub-Priorities</p>	<p>Actions to Achieve Measurable Goals</p>	<p>Measurable Outcome to Define Success</p> <p><i>(Methods of Measurement)</i></p>
<p>SP6: School Climate- Suspension rate and expulsion rate Other local measures, including survey of pupils, parents and teachers regarding school climate, school safety and connectedness</p>			
<p><i>School climate and building confidence, leadership, and critical thinking skills for all students</i></p> <p><i>Low suspension rate</i></p>	<p>FY17 and FY18: Suspension rate = 1.9% and less than 1%, respectively</p> <p>Subgroups FY2018:</p> <ol style="list-style-type: none"> 1) Latino: 0.7% 2) EL: 0% 3) SED: 0.9% 4) SWD: 2.7% 	<p>Continue high level of student engagement academically and socio-emotionally</p> <p>Continue to closely monitor student suspension trends: schoolwide and for identified subgroups</p> <p>Continue close monitoring of subgroups and areas of need via MTSS process</p>	<p>All Students: Suspension rate goal of 2% or less</p> <p>Identified subgroups rate within 2% margin of schoolwide suspension rate</p> <p><i>(Annual suspension rate)</i></p>
<p><i>Low expulsion rate</i></p>	<p>Expulsion rate= 0% for both years</p> <p>Identified subgroups rate within 2% margin of schoolwide suspension rate</p>	<p>Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups</p>	<p>Expulsion rate goal of less than 1%</p> <p>Identified subgroups rate within 2% margin of schoolwide expulsion rate</p> <p><i>(Annual expulsion rate)</i></p>
<p><i>High participation rate</i></p>	<p>FY17 and FY18: Stakeholder survey participation: Student: 95% and 93%, respectively</p>	<p>Continue administering stakeholder survey data annually and monitor for areas of improvement</p>	<p>Stakeholder survey participation goal: maintenance of 90% and above current rate and incremental 5%</p>

	Families: 69% and 67%, respectively Staff: 95% and 98%, respectively		increase for family survey completion <i>Annual stakeholder survey data:</i> 1) Families 2) Staff 3) Students
State Priority Description <i>Sub-Priorities</i>	Measurable Goals to Achieve Sub-Priorities	Actions to Achieve Measurable Goals	Measurable Outcome to Define Success <i>(Methods of Measurement)</i>
SP7: Course Access - Broad course of study that included all the subject areas described in 51210 and 51220(a)(i) as applicable; Programs and services developed and provided to unduplicated pupils and students with exceptional needs			
<i>Course access and its role in supporting the fulfillment of LAS mission</i> 1) <i>LAS students are enrolled in broad course of study. As a DLBE program, students receive instruction equivalent to advanced level of foreign language study</i>	100% of students have access to broad course of core subject study, including: PE, visual and performing arts technology, and global language, in middle school years Subgroups: Expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session	Continue core subject offerings based on DLE program design (Spanish and English) Continue elective courses offerings in middle school Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session	100% of MS students participate in elective courses Expanded learning opportunity and/or interventions program plan and results <i>(Course offering archives)</i>
<i>Set events on schooling pipeline</i>	<i>Facilitated transition of graduates to local high schools</i>	Continue Senderos al Exito (SALE) meetings where LAS Gr8 families learn about high school programs	100% Gr8 students and families are provided the SALE venue and have access to staff support in understanding high

		Continue facilitated support of Gr8 students as they apply to local high schools	school applications and transitions <i>(Calendar of Middle School Events and attendance sign up forms)</i>
State Priority Description <i>Sub-Priorities</i>	Measurable Goals to Achieve Sub-Priorities	Actions to Achieve Measurable Goals	Measurable Outcome to Define Success <i>(Methods of Measurement)</i>
SP8: Other Student Outcomes- Pupil outcomes (if available) in the subject areas described in 51210 and 51220(a)(i) as applicable			
<i>LAS Mission: BILITERACY- Spanish language proficiency</i>	EDL Spanish reading data by End of Stage 2 (Gr6): 75% at grade level	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)	<i>At least a 5% increase in Spanish grade level percentage of EDL/ Spanish benchmark by End of Stage 2 (Gr6) annually</i>
	Gr8 Diagnostic SAT Subject Test in Spanish/ AP Spanish Test: Comparable data with College Board average score	Continue administration of Gr8 diagnostic College Board exams in Spanish	Gr8 College Board Tests in Spanish comparative performance data to College Board average score <i>(Gr8 College Board Spanish test data)</i>

LAS CHARTER RESPONSE (v022219)

APPENDIX 3

Measurable Pupil Outcomes and Pupil Progress

- 3. Elements for Renewal
- Response v022219
- b. Measurable Pupil Outcomes
- c. Pupil Outcomes

Skills, Knowledge, and Attitudes Matrix

Program Mission	Standards/Skills/Attitudes	Knowledge Assessments	Timing
1) BILITERACY			
Spanish	Literacy in Spanish	EDL Assessment (DRA Program in Spanish)	3x/year
		Gr8 College Board SAT Spanish Test (Modified)	End of Year (EOY)
		Gr8 College Board AP Spanish (Modified)	EOY
		Writers Workshop On-Demand Post Unit Writing (Spanish)	3x/yr
		SBAC California Spanish Assessment (CSA) (New: 2019)	EOY
English	Literacy in English	Development Reading Assessment (DRA)	3x/yr
		Gr8 College Board PSAT Gr8/9 Test	EOY
		Writers Workshop On-Demand Post Unit Writing (English)	3x/yr
		SBAC for English Language Arts (ELA)	EOY
		English Language Proficiency Assessment for California (ELPAC)	EOY
Mathematics	Numeracy and Logic	MAP Math Benchmark Assessments (Spanish and English)	min. 2x/yr
		SBAC for Mathematics	EOY
Science	Evidence Based Thinking	Performance Based Assessments	Year round (YR)
		Formal classroom projects and reports	YR
		SBAC California Science Test (CAST) (Grades 5 and 8)	EOY
2) CONFIDENCE and LIFE SKILLS			
	Health and Well-being	Performance Based Assessments	YR
		Formal classroom projects and reports	YR
		Student survey (SEL)	YR
		CAASPP Physical Fitness Testing (PFT)	EOY
3) LEADERSHIP and CRITICAL THINKING			
	Leadership and Advocacy	Performance Based Assessments	YR
		Formal classroom projects and reports	YR
		Action Civics Student Research Protocol (Middle School)	YR

LAS CHARTER RESPONSE (v022219)

APPENDIX 4

Conflict of Interest Policy

CONFLICTS OF INTEREST CODE PURSUANT TO THE POLITICAL REFORM ACT OF 1974
(GOVERNMENT CODE §§ 87100, ET SEQ.) AND GOVERNMENT CODE SECTION 1090

I. Adoption:

The Governing Board hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the board, and all other designated employees of the **Language Academy of Sacramento** (“School”).

II. Definitions

“Designated Positions” are officers and employees of the School who hold positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest. The designated positions are listed in Exhibit “A” attached to this policy and incorporated herein by reference.

“Remote Interests in a Contract” are those interests identified in Government Code section 1091 and relate only to voting members on the Governing Board and are referred to as “disqualifying interests” herein.

“Non-Interests in a Contract” are those interests identified in Government Code section 1091.5 and relate to Governing Board Members, officers or employees of the School and are referred to as “disqualifying interests” herein. A copy of Government Code sections 1091 and 1091.5 are attached as Exhibit C to this policy.

III. Disclosure Statements

A. Statement of Economic Interest, Form 700

Each designated positions, including governing board members and candidates, shall file a Statement of Economic Interest, Form 700 (“Statement”) at the time and manner prescribed below. The statement disclosing reportable investments, interests in real property, business positions, and income, shall be reported under the category or categories that are applicable to the employee’s position and as required in Exhibit A.

An investment, interest in real property or income shall be reportable if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or by participation in the decision by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in Exhibit B.

Contents of Statements

Initial Statements: Initial Statements shall disclose any reportable investments, interests in real property, business positions held on the effective date of the Code and income received during the twelve (12) months prior to the effective date of the Code.

Assuming Office Statements: Assuming Office Statements shall disclose any reportable investments, business positions, interests in real property held on, and income received during the 12 months before the date of assuming office or the date of being appointed or nominated.

Annual Statements: Annual Statements shall disclose reportable investments, business positions, interests in real property and income held or received at any time during the previous calendar year or since the date the designated employee took office if during the calendar year.

Leaving Office Statement: Leaving Office Statements shall disclose reportable investments, business positions, interests in real property and income held or received at any time during the period between the closing date of the last statement required to be filed and the date of leaving office.

Timing of Filings

All designated positions shall file Form 700 Statements as follows:

Initial Statements: Within 30 days after the effective date

Assuming Office Statements: Within 30 days after assuming office.

Annual Statements: File annually by April 1.

Leaving Office Statement: Within 30 days of leaving office.

Statements Filed With the Charter School

All Statements shall be supplied by the Charter School on forms prescribed by the Fair Political Practices Commission. All Statements shall be filed with the Charter School. The Charter School's Business and Operations Officer shall make and retain a copy and forward the original to the Charter School's code reviewing body.

B. Common Director Disclosure Statement

At the commencement of an individual's term with the Charter School and at the beginning of each fiscal year, each Board member shall complete a Common Director Disclosure Statement and provide it to the Charter School identifying all organizations for which he/she is a board member, employee or committee member that are not otherwise disclosed in the Statement of Economic Interest.

IV. Disqualification

Designated Persons: No Designated Person, or their spouses and dependent children, may be financially interested in any contract made by them in their official capacity (with the exception of employees sitting on the Board of Directors, which allowable contracts are limited to those relating to the employees' employment). Board Members are presumed to have made contracts in which they, or their spouses and dependent children have a financial interest. A Designated Person

may not make, participate in making, or in any way use or attempt to use his/her official position to influence any Charter School decision which he/she knows or has reason to know he or she has a disqualifying financial interest, including employees sitting on the Board of Directors relating to contracts relating to their employment. A Designated Person has a “disqualifying financial interest” if the decision will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the Designated Person or a member of his or her immediate family. A Designated Person must follow recusal provisions outlined below with respect to Remote Interests in Contracts and Non-Interests in Contracts:

Board Make-Up: Not more than 49 percent of the persons serving on the Board of the Charter School may be Directors, or family members, that were compensated by the School for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a director as director. No Directors shall serve on the Board of the Charter School if that person has a current financial interest in any contract made by him or her in his or her official capacity on the board, with the limited exception of employees on the Board..

Manner of Disqualification

Common Directors, Persons with Remote Interests in Contracts and Non-Interests in Contracts: When a Designated Person, other than a Board Member, determines that he/she should not make a decision because of a Remote or Non-Interest in a Contract, he/she should submit a written disclosure of the disqualifying interest to the Business and Operations Officer or the Executive Director, who shall record the employee’s disqualification, and notify the Charter School Governing Board of the interest at its next meeting before the Governing Board discusses or votes on the item. In the case of the Executive Director, this determination and disclosure shall be made in writing to the Governing Board.

Governing Board members shall orally disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made following the announcement of the agenda item, but before the discussion or vote commences. This disclosure shall be made part of the Board’s official record. The disqualified Board member shall then refrain from participating in the decision in any way, but may remain seated if desired.

If the decision is made during a closed session, the member’s disqualification may be made orally during the open session before the body goes into closed session and shall be limited to a declaration that his/her recusal is because of a conflict of interest under Government Code section 87100. The declaration shall be made part of the official public record. The member shall not be present when the decision is considered in closed session or knowingly obtain or review a recording or any other non-public information regarding the decision.

The following must be must be confirmed in the affirmative prior to the Board’s acceptance of a contract or transaction with a Designated Person with respect to a Remote or Non-Interest in a Contract:

- That the transaction is entered into for the benefit of the Charter School;

- That the transaction was fair and reasonable for the Charter School at the time it enters into the transaction;
- That after reasonable investigation under the circumstances, the Board determines, in good faith, that the Charter School could not have obtained a more advantageous arrangement with reasonable effort. Documentation of the results of the investigation shall be retained either in the Board minutes and/or in the school's financial files.

Disqualified Designated Persons shall not be counted toward achieving a quorum while the item is discussed.

Adopted:

Amended:

EXHIBIT A
Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in Exhibit B (i.e. categories 1, 2, and 3). [**Note: Government Code § 87302 requires that the conflict of interest code itself list the positions occupying “designated employee” status.**]
- A. Members of the Governing Board
 - B. Candidates for Member of the Governing Board
 - C. All Members of Committees of the Governing Board¹
 - D. Executive Director of Charter School
 - E. Business and Operations Officer
 - F. Academic Accountability Specialist
 - G. Special Education Coordinator
 - H. Consultants²
 - I. Other Employees³
- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of Exhibit B.
- A. Literacy Coach
 - B. After School Coordinator
 - C. Other Employees⁴
- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of Exhibit B.

¹ This category must be included if the committee has members that are not otherwise covered by the other identified categories and the committee possesses decision making authority. Decision making authority is present when the committee: a. may make a final decision; b. may compel a governmental decision or it may prevent a decision either by reason of an exclusion power to initiate the decision or by reason of a veto that may not be overridden; or c. makes substantial recommendations that are, and over an extended period have been, regularly approved without significant amendment or modified by another designated employee.

² A consultant will occupy a “designated position” when he/she is contracting with the agency to do the following: 1) Make a governmental decision whether to, among other things, (a) authorize the agency to enter into, modify or renew a contract provided it is the type of contract that requires agency approval; (b) grant agency approval to a contract that requires agency approval and to which the agency is a party, or to the specifications for such a contract; (c) grant agency approval to a plan, design, report, study or similar item; or (d) adopt or grant agency approval of, policies, standards or guidelines for the agency or for any subdivision thereof; or 2) Serve in a staff capacity with the agency and in that capacity participates in making a governmental decision or performs the same or substantially all the same duties for the agency that would otherwise be performed by an individual holding a designated position.

³ “Other Employees” include any employee occupying a position that requires the employee to make a governmental decision that foreseeably and materially affects a personal financial interest, source of income, or a business position in a business entity.

⁴ “Other Employees” include any employee with authority to make purchases that may foreseeably and materially affect an investment and/or business position in business entities or who are in a position to influence a governmental decision that may foreseeably and materially affect an investment and/or business position in a business entity.

- A. Information Systems Technician
- B. Contractor
- C. Other Employees⁵

EXHIBIT B
Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part within the geographical service area of the School, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than \$2,000.

(Interests in real property of an individual include a business entity’s share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.)

- B. Investments in or income from persons or business entities (including gifts, loans and travel payments) which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the geographical service area of the School.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the geographical service area of the School.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

(No investment or interest in real property is reportable unless its fair market value exceeds \$2,000. No source of income is reportable unless the income received by or promised to the public official aggregates \$500 or more in value or \$50 or more in value if the income was a gift during the preceding 12-month reporting period.)

Category 2 Reporting:

⁵ “Other Employees include employees with authority to make purchases that may foreseeably and materially effect investments and business positions in business entities which provide services, supplies, materials, or equipment in which the employee has authority to purchase.

- A. Investments in or income from persons or business entities (including gifts, loans and travel payments) which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Director. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from persons or business entities (including gifts, loans and travel payments) which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director. Investments include the interests described in Category 1.

EXHIBIT C

Government Code § 1091. Remote interest of officer or member

(a) An officer shall not be deemed to be interested in a contract entered into by a body or board of which the officer is a member within the meaning of this article if the officer has only a remote interest in the contract and if the fact of that interest is disclosed to the body or board of which the officer is a member and noted in its official records, and thereafter the body or board authorizes, approves, or ratifies the contract in good faith by a vote of its membership sufficient for the purpose without counting the vote or votes of the officer or member with the remote interest.

(b) As used in this article, “remote interest” means any of the following:

(1) That of an officer or employee of a nonprofit entity exempt from taxation pursuant to Section 501(c)(3) of the Internal Revenue Code (26 U.S.C. Sec. 501(c)(3)) or a nonprofit corporation, except as provided in paragraph (8) of subdivision (a) of Section 1091.5.

(2) That of an employee or agent of the contracting party, if the contracting party has 10 or more other employees and if the officer was an employee or agent of that contracting party for at least three years prior to the officer initially accepting his or her office and the officer owns less than 3 percent of the shares of stock of the contracting party; and the employee or agent is not an officer or director of the contracting party and did not directly participate in formulating the bid of the contracting party.

For purposes of this paragraph, time of employment with the contracting party by the officer shall be counted in computing the three-year period specified in this paragraph even though the contracting party has been converted from one form of business organization to a different form of business organization within three years of the initial taking of office by the officer. Time of employment in that case shall be counted only if, after the transfer or change in organization, the real or ultimate ownership of the contracting party is the same or substantially similar to that which existed before the transfer or change in organization. For purposes of this paragraph, stockholders, bondholders, partners, or other persons holding an interest in the contracting party are regarded as having the “real or ultimate ownership” of the contracting party.

(3) That of an employee or agent of the contracting party, if all of the following conditions are met:

(A) The agency of which the person is an officer is a local public agency located in a county with a population of less than 4,000,000.

(B) The contract is competitively bid and is not for personal services.

(C) The employee or agent is not in a primary management capacity with the contracting party, is not an officer or director of the contracting party, and holds no ownership interest in the contracting party.

(D) The contracting party has 10 or more other employees.

(E) The employee or agent did not directly participate in formulating the bid of the contracting party.

(F) The contracting party is the lowest responsible bidder.

(4) That of a parent in the earnings of his or her minor child for personal services.

(5) That of a landlord or tenant of the contracting party.

(6) That of an attorney of the contracting party or that of an owner, officer, employee, or agent of a firm that renders, or has rendered, service to the contracting party in the capacity of stockbroker, insurance agent, insurance broker, real estate agent, or real estate broker, if these individuals have not received and will not receive remuneration, consideration, or a commission as a result of the contract and if these individuals have an ownership interest of 10 percent or more in the law practice or firm, stock brokerage firm, insurance firm, or real estate firm.

(7) That of a member of a nonprofit corporation formed under the Food and Agricultural Code or a nonprofit corporation formed under the Corporations Code for the sole purpose of engaging in the merchandising of agricultural products or the supplying of water.

(8) That of a supplier of goods or services when those goods or services have been supplied to the contracting party by the officer for at least five years prior to his or her election or appointment to office.

(9) That of a person subject to the provisions of Section 1090 in any contract or agreement entered into pursuant to the provisions of the California Land Conservation Act of 1965.

(10) Except as provided in subdivision (b) of Section 1091.5, that of a director of, or a person having an ownership interest of, 10 percent or more in a bank, bank holding company, or savings and loan association with which a party to the contract has a relationship of borrower or depositor, debtor or creditor.

(11) That of an engineer, geologist, or architect employed by a consulting engineering or architectural firm. This paragraph applies only to an employee of a consulting firm who does not serve in a primary management capacity, and does not apply to an officer or director of a consulting firm.

(12) That of an elected officer otherwise subject to Section 1090, in any housing assistance payment contract entered into pursuant to Section 8 of the United States Housing Act of 1937 (42

U.S.C. Sec. 1437f) as amended, provided that the housing assistance payment contract was in existence before Section 1090 became applicable to the officer and will be renewed or extended only as to the existing tenant, or, in a jurisdiction in which the rental vacancy rate is less than 5 percent, as to new tenants in a unit previously under a Section 8 contract. This section applies to any person who became a public official on or after November 1, 1986.

(13) That of a person receiving salary, per diem, or reimbursement for expenses from a government entity.

(14) That of a person owning less than 3 percent of the shares of a contracting party that is a for-profit corporation, provided that the ownership of the shares derived from the person's employment with that corporation.

(15) That of a party to litigation involving the body or board of which the officer is a member in connection with an agreement in which all of the following apply:

(A) The agreement is entered into as part of a settlement of litigation in which the body or board is represented by legal counsel.

(B) After a review of the merits of the agreement and other relevant facts and circumstances, a court of competent jurisdiction finds that the agreement serves the public interest.

(C) The interested member has recused himself or herself from all participation, direct or indirect, in the making of the agreement on behalf of the body or board.

(16) That of a person who is an officer or employee of an investor-owned utility that is regulated by the Public Utilities Commission with respect to a contract between the investor-owned utility and a state, county, district, judicial district, or city body or board of which the person is a member, if the contract requires the investor-owned utility to provide energy efficiency rebates or other type of program to encourage energy efficiency that benefits the public when all of the following apply:

(A) The contract is funded by utility consumers pursuant to regulations of the Public Utilities Commission.

(B) The contract provides no individual benefit to the person that is not also provided to the public, and the investor-owned utility receives no direct financial profit from the contract.

(C) The person has recused himself or herself from all participation in making the contract on behalf of the state, county, district, judicial district, or city body or board of which he or she is a member.

(D) The contract implements a program authorized by the Public Utilities Commission.

(c) This section is not applicable to any officer interested in a contract who influences or attempts to influence another member of the body or board of which he or she is a member to enter into the contract.

(d) The willful failure of an officer to disclose the fact of his or her interest in a contract pursuant to this section is punishable as provided in Section 1097. That violation does not void the contract unless the contracting party had knowledge of the fact of the remote interest of the officer at the time the contract was executed.

§ 1091.5. Interests not constituting an interest in a contract

(a) An officer or employee shall not be deemed to be interested in a contract if his or her interest is any of the following:

(1) The ownership of less than 3 percent of the shares of a corporation for profit, provided that the total annual income to him or her from dividends, including the value of stock dividends, from the corporation does not exceed 5 percent of his or her total annual income, and any other payments made to him or her by the corporation do not exceed 5 percent of his or her total annual income.

(2) That of an officer in being reimbursed for his or her actual and necessary expenses incurred in the performance of official duties.

(3) That of a recipient of public services generally provided by the public body or board of which he or she is a member, on the same terms and conditions as if he or she were not a member of the body or board.

(4) That of a landlord or tenant of the contracting party if the contracting party is the federal government or any federal department or agency, this state or an adjoining state, any department or agency of this state or an adjoining state, any county or city of this state or an adjoining state, or any public corporation or special, judicial, or other public district of this state or an adjoining state unless the subject matter of the contract is the property in which the officer or employee has the interest as landlord or tenant in which event his or her interest shall be deemed a remote interest within the meaning of, and subject to, the provisions of Section 1091.

(5) That of a tenant in a public housing authority created pursuant to Part 2 (commencing with Section 34200) of Division 24 of the Health and Safety Code in which he or she serves as a member of the board of commissioners of the authority or of a community development commission created pursuant to Part 1.7 (commencing with Section 34100) of Division 24 of the Health and Safety Code.

(6) That of a spouse of an officer or employee of a public agency in his or her spouse's employment or office holding if his or her spouse's employment or office holding has existed for at least one year prior to his or her election or appointment.

(7) That of a nonsalaried member of a nonprofit corporation, provided that this interest is disclosed to the body or board at the time of the first consideration of the contract, and provided further that this interest is noted in its official records.

(8) That of a noncompensated officer of a nonprofit, tax-exempt corporation, which, as one of its primary purposes, supports the functions of the body or board or to which the body or board has a legal obligation to give particular consideration, and provided further that this interest is noted in its official records.

For purposes of this paragraph, an officer is “noncompensated” even though he or she receives reimbursement from the nonprofit, tax-exempt corporation for necessary travel and other actual expenses incurred in performing the duties of his or her office.

(9) That of a person receiving salary, per diem, or reimbursement for expenses from a government entity, unless the contract directly involves the department of the government entity that employs the officer or employee, provided that the interest is disclosed to the body or board at the time of consideration of the contract, and provided further that the interest is noted in its official record.

(10) That of an attorney of the contracting party or that of an owner, officer, employee, or agent of a firm which renders, or has rendered, service to the contracting party in the capacity of stockbroker, insurance agent, insurance broker, real estate agent, or real estate broker, if these individuals have not received and will not receive remuneration, consideration, or a commission as a result of the contract and if these individuals have an ownership interest of less than 10 percent in the law practice or firm, stock brokerage firm, insurance firm, or real estate firm.

(11) Except as provided in subdivision (b), that of an officer or employee of, or a person having less than a 10-percent ownership interest in, a bank, bank holding company, or savings and loan association with which a party to the contract has a relationship of borrower, depositor, debtor, or creditor.

(12) That of (A) a bona fide nonprofit, tax-exempt corporation having among its primary purposes the conservation, preservation, or restoration of park and natural lands or historical resources for public benefit, which corporation enters into an agreement with a public agency to provide services related to park and natural lands or historical resources and which services are found by the public agency, prior to entering into the agreement or as part of the agreement, to be necessary to the public interest to plan for, acquire, protect, conserve, improve, or restore park and natural lands or historical resources for public purposes and (B) any officer, director, or employee acting pursuant to the agreement on behalf of the nonprofit corporation. For purposes of this paragraph, “agreement” includes contracts and grants, and “park,” “natural lands,” and “historical resources” shall have the meanings set forth in subdivisions (d), (g), and (i) of Section 5902 of the Public Resources Code. Services to be provided to the public agency may include those studies and related services, acquisitions of property and property interests, and any activities related to those studies and acquisitions necessary for the conservation, preservation, improvement, or restoration of park and natural lands or historical resources.

(13) That of an officer, employee, or member of the Board of Directors of the California Housing Finance Agency with respect to a loan product or programs if the officer, employee, or member participated in the planning, discussions, development, or approval of the loan product or program and both of the following two conditions exist:

(A) The loan product or program is or may be originated by any lender approved by the agency.

(B) The loan product or program is generally available to qualifying borrowers on terms and conditions that are substantially the same for all qualifying borrowers at the time the loan is made.

(b) An officer or employee shall not be deemed to be interested in a contract made pursuant to competitive bidding under a procedure established by law if his or her sole interest is that of an officer, director, or employee of a bank or savings and loan association with which a party to the contract has the relationship of borrower or depositor, debtor or creditor.

LAS CHARTER RESPONSE (v022219)

APPENDIX 5

Comprehensive School Safety Plan

Comprehensive School Safety Plan AB 1747 Compliance Document
(Draft v022019)

2018-2020
School Year

School: The Language Academy of Sacramento (LAS)
CDS Code: 34-67439-0106898
Authorizing District: Sacramento City Unified School District
Address: 2850 49th Street
Sacramento, CA
95817
Date of Adoption: 2/22/2018

Approved by:

Committee Name	Date
Safety Committee	2/15/2019
Policy Committee	2/20/2019
School Site Council	2/22/2019
Governing Board	2/22/2019

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Assembly Bill 1747: School Safety Plans Purpose

Existing law provides that it is the intent of the Legislature that all public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with specified entities and individuals, develop a comprehensive school safety plan, as provided. Existing law provides that school districts and county offices of education are responsible for the overall development of a comprehensive school safety plan for each of its schools, as provided. Existing law requires the school site council of a school, except as provided for a small school district, to write and develop the comprehensive school safety plan relevant to the needs and resources of that particular school.

This bill would provide that it is the intent of the Legislature that all public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, including in cooperation with classified employees, develop a comprehensive school safety plan, and that all school staff be trained on this plan.

Existing law requires the school site council to consult with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan. Existing law requires the comprehensive school safety plan to contain certain things including assessing the current status of school crime committed on school campuses. Existing law authorizes a school district or county office of education to, in consultation with law enforcement officials, elect to not have its school site council develop and write those portions of its comprehensive school safety plan that include tactical responses to criminal incidents, as defined, that may result in death or serious bodily injury at the school site.

This bill would require the school site council to additionally consult with a fire department and other first responder entities in the writing and development of the comprehensive school safety plan and would require the comprehensive school safety plan and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities. By expanding the responsibility of a school district or county office of education with respect to the development of a comprehensive school safety plan, the bill would impose a state-mandated local program.

Existing law requires the comprehensive school safety plan to include the identification of appropriate strategies and programs that will provide or maintain a high level of school safety, which is required to include the development of disaster procedures, including establishing an earthquake emergency procedure system in every public school building, as provided. Existing law requires the system to include a school building disaster plan. Existing law requires each school to forward its comprehensive school safety plan to the school district or county office of education for approval.

This bill would require the comprehensive school safety plan to additionally include procedures for conducting tactical responses to criminal incidents, as provided. By imposing additional duties on school districts and county offices of education regarding the development of comprehensive school safety plans, the bill would impose a state-mandated local program. The bill would require the State Department of Education to provide general direction to school districts and county offices of education on what to include in the school building disaster plan. The bill would also require the department to develop and post on its Internet Web site best practices for reviewing and approving school safety plans. The bill would additionally require the department to maintain and conspicuously post on its Internet Web site a compliance checklist for developing a comprehensive school safety plan, and would require the department to update the checklist when necessary.

School Safety Plans are required under AB 1747 and contains the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Schoolwide Dress Code Policy
- Discrimination and harassment policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Procedures for conducting tactical responses
- Hate crime reporting procedures

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

A copy of the Comprehensive School Safety Plan is available for review at the Language Academy of Sacramento office.

Safety Plan Vision

The Governing Board, staff, students and parents of the Language Academy of Sacramento are committed to creating a nurturing and respectful educational environment that is safe and conducive to learning, which includes high expectations for students' academic achievement, and excellent daily attendance, as well as students' development of positive self-esteem, confidence, leadership skills and their ability to respect themselves and others.

Components of the Comprehensive School Safety Plan (EC 32281)

Safety Committee

Eduardo de León, Judy Morales, Teejay Bersola, Adriana Yañez-Gutierrez, Karina Rodríguez, Miriam Uc, Maxine López

Assessment of School Safety

Language Academy of Sacramento is a safe campus with a need to focus on establishing appropriate interventions to reduce unexcused student absences, increase prompt arrival to class, and to reduce incidences of office referrals initiated during structured activities. Our facilities provide a safe and secure learning and working environment. LAS staff support individual student and family social service needs.

LAS staff explored a variety of data in order to assess the safety and well-being of the students. During the 2017-2018 school year, there were 152 office referrals initiated by teachers or ground supervisors. Office referrals were calculated based on administrative discipline due to minor behaviors to major problem behaviors. Those office referrals resulted in 10 suspensions and 0 expulsions. The most severe cause for suspension incident was for causing harm to another individual. For attendance, there were 166 attendance letters sent to parents, 10 conferences were held with parents to discuss attendance, there were 0 referrals to SART, and 0 referrals to SARB. Regarding property damage incidents, there were 0 accounted for the year.

During the first semester of the 2018 -2019 school year, there were 64 office referrals initiated by teachers. Office referrals were calculated based on administrative discipline due to minor behaviors to major problem behaviors. Those office referrals resulted in 4 suspensions and 0 expulsions. For attendance, there were 177 letters sent to parents, 4 conferences were held with parents to discuss attendance, 0 referrals to SART, and 0 referrals to SARB. On the topic of property damage, there has been 1 incident (school break-in) in which local law enforcement was involved.

The LAS Student survey conducted in the 2017-2018 school year surveyed students in the 2nd and 8th grades. Of the students surveyed, 90% of students felt that people at their school work together, 81% of student felt they were a member of the school community. Additionally, 89% of students rated that they feel safe at school "Most" or "All" of the time. Finally, 82% of students agree that the school has strict rules against bullying, and 58% of students try to stop bullying when it happens. Other areas were included in the survey and data analysis. The full report of all data is available at Language Academy of Sacramento.

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

- ❖ Second Step Skills for Social and Academic Success Curriculum
- ❖ Positive Behavior Intervention Support (PBIS)
- ❖ Multi-Tier Systems of Support (MTSS)
- ❖ Circle Up!
- ❖ Restorative Justice Practices
- ❖ Periodic Attendance Recognitions
- ❖ Structured Recess Opportunity
- ❖ Structured "cool down"

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

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse, including sexual assault or sexual exploitation, of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful cruelty or injuring of a child or the endangerment of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code

11165.4 Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, Executive Director or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

Mandated reporters include but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; and administrators, presenters or counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the 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 report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to Child Protective Services and/or any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department. (Penal Code 11166)

Sacramento Child Abuse Hotline
(916) 875-5437

When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written report which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the school office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade and class
- c. The names, addresses and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the Executive Director or designee. (Penal Code 11166)

Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the Executive Director or designee as soon as possible after the initial telephone report to an appropriate agency.

The Executive Director or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and Board policy. At the mandated reporter's request, the Executive

Director or designee may assist in completing and filing these forms.

Reporting the information to an employer, supervisor, school administrator, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Training of mandated reporters shall include child abuse identification and reporting. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

Victim Interviews by Social Services

Whenever a representative from the Department of Social Services deems it necessary, a suspected victim may be interviewed on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the Executive Director or designee shall inform him/her, before the interview takes place, of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Executive Director or designee shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Executive Director or designee shall provide parents/guardians with a copy of the school's policy and/or procedure that describes how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a school employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person or in writing to the Executive Director.

If a parent/guardian makes a complaint to any schools employee, that employee shall notify the parent/guardian of procedures for filing

a complaint with the appropriate agency and also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650

Notifications

The Business and Operations Officer or designee shall give to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. The school shall also provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167.

Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Executive Director or designee. (Penal Code 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Executive Director or designee shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she is guilty of a misdemeanor punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the school for making a report. (Penal Code 11166)

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

The school disaster preparedness plan shall be available to staff, students and the public in the main office. Moreover, the plan shall be provided to each teacher and shall be available for public inspection at the main office. School Administration shall make certain that students and staff are familiar with their site plan.

The Governing Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs. (Education Code 38132)

Release of Students

The following procedures shall be followed in releasing students in the event of an emergency or disaster:

1. The office staff shall receive authorization from the Executive Director or school administration before releasing students.
2. Individual students shall not leave a school site without receiving permission from the designated staff member.
3. Staff shall release students only to persons authorized on the student emergency card.
4. In absence of an emergency card or in an emergency in which reference to the emergency card is impossible, individual students shall be released, upon presentation of identification, to parents/guardians, persons authorized by the parents/guardians, or to

- authorized persons representing public agencies that may take responsibility, when necessary, for the safety of the student.
5. The office staff designee shall record the release of all students.

Role of Staff

School staff are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

During an emergency, staff shall fulfill the following roles:

1. The Executive Director or designee shall assume overall control and supervision of activities at the school site during an emergency. He/she shall have authority to use discretionary judgment in emergency situations which do not permit execution of prearranged plans. The Executive Director or designee shall:
 - a. Direct evacuation of buildings
 - b. Arrange for transfer of students when their safety is threatened
 - c. Inform the Governing Board, SCUSD or designee of all emergency actions taken as soon as possible
 - d. Schedule periodical fire drills and other disaster preparedness exercises and keep appropriate records
 - e. Post directions for fire drills and other drills in classrooms, multipurpose rooms, etc.
2. Teachers shall be responsible for supervision of students in their charge. Teachers shall:
 - a. Direct evacuation of students in their charge in accordance with the school's instruction
 - b. Give the DROP command as necessary
 - c. Take attendance, stay with the students, and provide supervision
 - d. Report missing students to the office
 - e. Send students in need of first aid to a person trained in first aid
3. Custodians are responsible for the use of emergency equipment, the handling of supplies and the use of available utilities. Custodians shall:
 - a. Survey and report damage to school administration
 - b. Direct rescue operations as required
 - c. Direct fire-fighting efforts until regular fire-fighting personnel take over
 - d. Control main shutoff valves for gas, water and electricity and ascertain that no hazard results from broken gas, water mains or fallen electrical lines
 - e. Disburse supplies and equipment as needed
4. The front office clerks and staff shall:
 - a. Report a fire or disaster to the appropriate authorities
 - b. Answer telephones and monitor radio emergency broadcasts
 - c. Provide for the safety of essential school records and documents
 - d. Assist school administration, as needed
5. The office manager and staff shall:
 - a. Administer first aid
 - b. Supervise the administration of first aid
 - c. Organize first aid and medical supplies
6. The cafeteria manager shall direct the use and preparation of the cafeteria stock and water supply whenever the feeding of students becomes necessary during a disaster.
7. The bus driver and/or ground supervisor(s) shall:
 - a. Supervise students if a disaster occurs while they are on the bus
 - b. Issue the DROP command as necessary while students are on the bus
 - c. Transfer students to a new location when directed by the school administration
 - d. Assist the custodian in damage control

Emergencies and Disaster Preparedness Plan

In order to save lives and protect property, all school staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events which threaten to result in a disaster.

The Executive Director or designee shall develop and maintain a disaster preparedness plan which details provisions for handling all foreseeable emergencies and disasters. The Executive Director or designee may appoint a staff and/or a committee to regularly review the disaster preparedness plan and recommend changes. (Education Code 32282)

The Executive Director or designee shall augment the safety school plan with working plans and procedures specific to program.

Safety school plan shall address at least the following situations:

1. Fire on or off school grounds which endangers students
2. Natural or human-made disasters
3. Bomb threat or actual detonation
4. Attack or disturbance by individuals or groups

The Executive Director or designee should ensure that the plan includes:

1. Procedures for personal safety and security
2. Ways to ensure smooth administrative control of operations during a crisis
3. Procedures to establish a clear, effective communications system
4. Guidelines for law enforcement involvement, including specific steps for law enforcement intervention depending upon the intensity of the crisis

The Executive Director or designee shall use state-approved Standard Emergency Management System guidelines and the National Incident Command System when updating school emergency and disaster preparedness plans.

The Executive Director or designee shall consult with district, city and/or county agencies so that school plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and school.

The Executive Director or designee may provide a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety. (Education Code 39834)

Disaster preparedness exercises shall be held regularly at the school site and shall demonstrate how safety procedures may be applied to various types of emergencies. All students and employees shall receive instruction regarding emergency plans.

The Governing Board encourages all employees to become proficient in first aid and cardiopulmonary resuscitation (CPR). The Executive Director or designee shall ascertain that at least one staff member at each grade level holds a valid certificate in these areas. The Executive Director or designee shall provide for CPR in-service training to be offered at least once every two years for school staff.

The Governing Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension from school 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 Executive Director 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 Executive Director or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the school is in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Executive Director's designee means one or more administrators or, if there is not a second administrator on site, a certificated person specifically designated by the Executive Director, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the Executive Director's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the Executive Director's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

Notice of Regulations

At the beginning of each school year, the Executive Director ensures that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension, and expulsion via the Parent Student Handbook. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion

A student may be subject to suspension or expulsion when it is determined that he/she:

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. (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(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 Executive Director or designee concurrence. (Education Code 48900(b))
3. Unlawfully possessed, used, sold, or 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))
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 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 any products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))
11. Disrupted school activities or otherwise willfully defied 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))
12. Knowingly received stolen school property or private property. (Education Code 48900(l))
13. Possessed an imitation firearm. (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is 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))

14. 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))
15. 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))
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))
17. 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))

18. 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)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

19. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

Sexual harassment means that conduct, 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)

20. 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 another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation. (Education Code 233; Penal Code 422.55)

21. Intentionally engaged in harassment, threats, or intimidation against school 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)
22. Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a student or school personnel. (Education Code 48900(r))

Bullying means one or more acts by a student or group of students that constitute sexual harassment pursuant to Education Code 48900.2, as defined in item #19 above; hate violence pursuant to Education Code 48900.3, as defined in item #20 above; or harassment, threats, or intimidation pursuant to Education Code 48900.4, as defined in item #21 above. (Education Code 32261)

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. (Education Code 32261)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Governing Board or Executive Director or within any other school district, including, but not limited to, the following circumstances: (Education Code 48900)

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
4. During, going to, or coming from a school-sponsored activity

The Governing Board or Executive Director may use his/her discretion to provide alternatives to expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code 48900(v))

Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

Removal from Class by a Teacher/Parental Attendance

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

A teacher also may refer a student to the Executive Director or designee for consideration of suspension from school. (Education Code

48910)

When removing a student from his/her class, the teacher shall immediately report this action to the Executive Director or school administration and send the student to the office for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

If deemed necessary, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. 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 removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and/or the Executive Director. (Education Code 48910)

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Pursuant to Board policy, a teacher may provide that the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the Executive Director shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
2. Ask the parent/guardian to meet with the Executive Director after the visit and before leaving school, as required by Education Code 48900.1

Suspension by Governing Board, Executive Director, or Executive Director's Designee

The Executive Director may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

The Executive Director shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a school employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the Executive Director or designee concurrence
2. Brandishing a knife, as defined in Education Code 48915(g), at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above
5. Possession of an explosive as defined in 18 USC 921

Explosive means a destructive device and includes, but is not limited to, any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device. A destructive device includes any other type of weapon (except a shotgun or shotgun shell recognized by the United States Secretary of Army as suitable for sporting purposes) which might be converted to project an explosive. (18 USC 921)

Suspension also may be imposed upon a first offense if the Governing Board or Executive Director determines that the student violated

items

#1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

The school may count suspensions that occur while a student is enrolled in another school/school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Executive Director, or Executive Director's designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the Executive Director. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and 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 Executive Director, or designee determines that an emergency situation exists. An emergency situation involves 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 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 Executive Director or designee of the school in which the student is enrolled at the time of the misbehavior. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Executive Director 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. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. **Parent/Guardian Conference:** Whenever a student is suspended, school administration may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, 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 readmission 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 Executive Director or designee may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)

Any 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. Extension of the suspension may be made only if the Executive Director 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)

Suspension by the Governing Board

The Governing Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Governing Board, Executive Director, or Executive Director's Designee" above. (Education Code 48912)

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 violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

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)

Supervised Suspension Classroom

Students 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 a supervised 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 supervised suspension classroom shall be staffed in accordance with the law
2. The student shall have access to appropriate counseling services, if deemed appropriate.
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 a supervised suspension classroom, the Executive Director 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)

Authority to Expel

A student may be expelled only by the LAS Governing Board. The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

The Board also may order a student expelled for any of the acts listed above under "Grounds for Suspension and Expulsion" upon recommendation by the Executive Director, hearing officer, or administrative panel, based on either or both of the following finding(s): (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

Mandatory Recommendation for Expulsion

Unless the Executive Director or designee finds that expulsion is inappropriate due to particular circumstances, the Executive Director or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife as defined in Education Code 48915(g), explosive, 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 the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee Mandatory Recommendation and Mandatory Expulsion

The Executive Director or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a school employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the Executive Director or designee concurrence
2. Brandishing a knife as defined in Education Code 48915(g) at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above
5. Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Executive Director or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (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 Executive Director 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))

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 Executive Director 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 school'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 Executive Director 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 school's 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 school to any other school/school 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).
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 non-legal 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.

Non-legal 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.

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education 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 request is made, the meeting shall be public unless another student's privacy rights 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, 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 Executive Director 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 Executive Director 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" 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 school shall provide a non-threatening environment.
1. *The school 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*
 4. *Decision Within 10 School Days: The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))*
 5. *Decision within 40 School Days: If the Board does not meet on a weekly basis, its decision on 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))*

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the sponsoring or home district. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, 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 the 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 Executive Director 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 in Education Code 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915 (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 Sacramento County Board of Education (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 school/ school district in which the student seeks to enroll of the student's status with the expelling school/school 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, 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" above or violates any of the school's rules and regulations governing student conduct. (Education Code 48917)

4. When the suspension of the 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 school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Executive Director 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 also 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 time of expulsion, and the student's or parent/guardian's obligation to inform any new school/school district in which the student seeks to enroll of the student's status with the expelling school/school district, pursuant to Education Code 48915. (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 Sacramento County Office of Education. (Education Code 48917)

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the Sacramento County Board of Education. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the school simultaneously with the filing of the notice of appeal with the County Board. The school 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 Executive Director 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 Executive Director 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. In addition, law enforcement authorities shall be notified regarding any acts by students or nonstudents regarding the possession, sale, or furnishment 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 Executive Director or designee shall notify appropriate city or county 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

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" above may be instead referred to a program of

study that is provided at another comprehensive middle 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)

Re-admission after Expulsion

Re-admission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the school shall consider readmission of the student. (Education Code 48916)
2. The Executive Director 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 Executive Director or designee shall verify that the provisions of this plan have been met.
3. 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.
4. The Executive Director or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
5. If the readmission is granted, the Executive Director or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
6. 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 school students or employees. (Education Code 48916)
7. 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. (Education Code 48916)
8. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying remittance 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/school district. (Education Code 48916)

Maintenance of Records

The Board shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon receipt of a written request by the admitting school. (Education Code 48900.8, 48918(k))

The Executive Director or designee shall, within five working days, honor any other school/district's request for information about an expulsion from this school. (Education Code 48915.1)

Outcome Data

The Executive Director or designee shall maintain the following data: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion
2. The specific grounds for each recommended expulsion
3. Whether the student was subsequently expelled

4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion
6. The disposition of the student after the end of the expulsion period

Suspension or Expulsion of a Special Education Student

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 for suspension and expulsion which apply to students without disabilities.

A student who has not been officially identified as a student with a disability pursuant to IDEA and who has engaged in behavior that violated the school's code of student conduct may assert any of the protections under IDEA only if the school had knowledge that the student is disabled before the behavior that precipitated the disciplinary action occurred. (20 USC 1415(k)(5); 34 CFR 300.534)

The school shall be deemed to have knowledge that the student has a disability if one of the following conditions exists: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian has expressed concern to administrative personnel in writing, 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 34 CFR 300.300-300.311.
3. The teacher of the student or other school personnel has expressed specific concerns directly to the school's Coordinator of special education or to other appropriate personnel about a pattern of behavior demonstrated by the student.

The school would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the school would be deemed to not have knowledge if the school conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When the school is deemed to not have knowledge of the 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)

Suspension

The Executive Director 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. (34 CFR 300.530; Education Code 48903)

The Executive Director 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.

The school 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 any 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 the removal has been determined to be a change of placement as specified in items #1-2 above, the student's IEP team shall determine the appropriate educational services. (34 CFR 300.530)

Services during Suspension

Any student suspended for more than 10 school days in the same school year shall continue to receive services during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR 300.101(a), so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals as set out in his/her IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If a student with a disability is excluded from school bus transportation, the student shall be provided with an alternative form of transportation at no cost to the student or his/her parent/guardian, provided that transportation is specified in his/her IEP. (Education Code 48915.5)

Interim Alternative Educational Placement Due to Dangerous Behavior

The school 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 parents/guardians of the student 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 school's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the parents/guardians of the student 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)
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 school, the student's parent/guardian, and relevant members of the IEP team (as determined by the school 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 school's failure to implement the student's IEP, in which case the school shall take immediate steps to remedy those deficiencies
2. If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's 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 conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment 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 school 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)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

The student shall receive services to the extent necessary 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. 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)

Due Process Appeals

If the parent/guardian disagrees with any school's 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 school may request a hearing if the school 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 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 school 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 school 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 school agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Suspension of Expulsion

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 policy for Suspension and Expulsion/Due Process.

Report to Sacramento County Office of Education

The Executive Director or designee shall report to the Sacramento County of Education 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)

Governing Board Policy

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Governing Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Zero Tolerance

The Governing Board supports a zero-tolerance policy for serious offenses, as defined by law, to promote our pledge that all students will have the opportunity to learn in a safe and secure environment. However, this zero-tolerance policy is but one part of a broader set of policies that have been established to deal with school safety. In establishing this zero-tolerance policy the Board has taken every measure to insure that there are exacting definitions of offenses punishable under Zero-Tolerance. This Zero Tolerance Policy leaves no room for discretion of these listed offenses at the school site-level, however once recommended for expulsion, the Executive Director is allowed some degree of discretion in responding to these infractions by allowing them to consider the special circumstances of a violation, such as the age of the offender, the ability of the offender to comprehend the policy, the intent of the offender, the effect of the transgression on other students (both those directly and indirectly involved), and, finally, the past disciplinary record of the offender.

California law requires mandatory suspension and recommendation for expulsion for students who:

1. Possess, sell, or otherwise furnish a firearm.
2. Brandish a knife at another person.
3. Sell a controlled substance, except for the first offense of less than one ounce of marijuana.
4. Commits or attempts to commit sexual assault or sexual battery.
5. Possess an explosive.

Firearm is defined under Penal Code, Section 12001(b) any device designed to be used as a weapon from which a projectile is expelled

through a barrel by the force of an explosion or other form of combustion. However, Education Code 48900 does extend the definition of a firearm to include an "imitation firearm" - i.e. a facsimile that is substantially similar to an existing firearm, and LAS will use this definition and include it in the definition for firearm.

Brandish with reference to a dangerous weapon, means that the weapon was pointed or waved about, or displayed in a threatening manner.

Under Education Code 48915(a) (expulsion) a knife is defined as 1) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing or 2) a knife with a blade longer than 3.5" or 3) a locking-blade knife, or 4) a razor with an unguarded blade.

Controlled Substance: The term controlled substance' means a drug or other substance identified under Schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

Sexual assault is any non-consensual sexual act that is forced by one or more individuals upon another.

Battery is defined as knowingly committing an act of violence on another individual.

Explosive is defined as any substance or combination of substances, the primary or common purpose of which is detonation or rapid combustion with criminal intent.

Offenses that allow for the site administrator to demonstrate discretion are defined in Education Code section 48915 (a), and are as follows:

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 except for the possession of not more than one ounce of marijuana.
4. Robbery or extortion.
5. Assault or battery upon any school employee.

All of the offenses as listed in Education Code section 48915 (a), and/or any of the less serious offenses listed in Education Code section 48900, require that the decision to expel be based on a finding of one of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the student causes continuing danger to the physical safety of the student or others.

Staff shall immediately report to the Executive Director or designee any incidence of offenses specified in law, Board policy and administrative regulation as cause for suspension or expulsion.

The Executive Director or designee shall notify staff, students and parents/guardians about the school's zero tolerance policy and the consequences that may result from student offenses. He/she shall also ensure strict enforcement of this policy.

Student Due Process

The Governing Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Executive Director or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

On-Campus Suspension Program

The Governing Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Executive Director or designee shall establish a supervised in-house suspension program which meets the requirements of law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated.

The Executive Director or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

The Governing Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the Executive Director or designee. (Education Code 48900.1)

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent/guardian education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The Executive Director or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

School rules for student discipline shall include procedures for implementing parental attendance requirements.

Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

Education Code

A pupil shall not be suspended from school or recommended for expulsion, unless the Governing Board or the Executive Director of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

a.

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
 2. Willfully used force or violence upon the person of another, except in self-defense.
- b. Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an 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 Executive Director or the designee of the Executive Director.
 - c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property.
 - g. Stolen or attempted to steal school property or private property.
 - h. Possessed or used tobacco, or 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.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
 - k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
 - l. Knowingly received stolen school property or private property.
 - m. Possessed an imitation firearm. As used in this section, "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.
 - n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
 - o. Harassed, threatened, or intimidated a pupil who is a complaining witness or a 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.
 - p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
 - r. Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 1. Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 2. "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless tele/school phone or other wireless communication device, computer, or pager.
 3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises

average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

- s. A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the Governing Board or Executive Director or occurring within any other school/school district. A pupil may be suspended or expelled for acts that 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:
 - 1. While on school grounds.
 - 2. While going to or coming from school.
 - 3. During the lunch period whether on or off the campus.
 - 4. During, or while going to or coming from, a school-sponsored activity
- t. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- u. As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- v. An Executive Director may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.
- w. It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

- a. A school shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The school shall provide the information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- b. A school, school officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the school, school officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- c. An officer or employee of a school who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- d. For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- e. Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Sexual Harassment Policies (EC 212.6 [b])

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors or other verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the work or educational setting, when: (Education Code 212.5)

- 1. Submission to the conduct is made either expressly or by implication, a term or condition of the other's employment
- 2. Submission to or rejection of such conduct by the other individual is used as the basis for an employment decision affecting him/her
- 3. The conduct has the purpose or effect of unreasonably interfering with the other individual's work or academic performance; creating an intimidating, hostile or offensive work or educational environment; or of adversely affecting the other individual's evaluation, advancement, assigned duties, or any other condition of education, employment or career

development

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 school

Other examples of sexual harassment, whether committed by a supervisor or any other employee, include but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Touching an individual's body or clothes in a sexual way
7. Cornering or blocking of normal movements
8. Displaying sexually suggestive objects in the educational or work environment
9. Any act of retaliation against an individual who reports a violation of the school's sexual harassment policy or who participates in the investigation of a sexual harassment complaint
10. Sexual comments, innuendos, or slurs, oral or in writing, regarding a person's sexual orientation.

Notifications

A copy of this policy shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building or other area of the school
2. Be provided to each staff 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
3. Appear in any school publication that sets forth the school'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 or a copy of school's 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
5. The legal remedies and complaint process available through the Fair Employment and Housing Department and Commission
6. Directions on how to contact the Fair Employment and Housing Department and Commission

Sexual Harassment Protections

The Governing Board prohibits sexual harassment of school employees and job applicants. The Board also prohibits retaliatory behavior or action against school employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

The Executive Director or designee shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Providing periodic training to all staff regarding the school's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the school's complaint procedures in order to avoid harm.
2. Publicizing and disseminating the school's sexual harassment policy to staff.
3. Ensuring prompt, thorough and fair investigation of complaints.
4. Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments.

Any school employee or job applicant who feels that he/she has been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately contact his/her supervisor, the Executive

Director or school administrator to obtain procedures for filing a complaint. Complaints of sexual harassment shall be filed in accordance with applicable laws.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

A supervisor, Executive Director or other school administrator who receives a harassment complaint shall promptly notify the Executive Director or designee.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Any school employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment against a school employee, job applicant or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

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

In cooperation with teachers, students and parents or guardians, the Executive Director or designee shall establish school rules governing student dress and grooming which are consistent with school policy and regulations. These school dress codes shall be regularly reviewed.

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)

1. No gang related hats or other gang related headgear may be worn on campus or at school activities.
2. No gang-related jewelry, insignia, colors, paraphernalia, materials, apparel, clothing, hair styles or attire may be worn or carried on campus or at school activities.
3. Items identified as gang-related clothing, apparel, attire, jewelry, insignias, paraphernalia and materials may vary from school to school, may change from year to year and may be different from grade level to grade level.
4. The Executive Director or Executive Director's designee shall enforce the Student Dress Policy. School employees will assist the Executive Director and the designee in the enforcement of the Language Academy of Sacramento Student Dress Policy
5. Under Board policy, each school administrator will provide annual written notice of dress regulations in place at the school site. Generally, this notice will be contained in the school handbook.

Coaches and physical education teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear LAS physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

The Executive Director, 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.

Uniforms

Language Academy of Sacramento, the Executive Director, staff and parents/guardians shall select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the Executive Director 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 via the Student/Parent Handbook.

The Executive Director 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 Executive Director or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a sports or student activities/club shall be allowed to wear program uniforms on days when they have a scheduled meeting/games. (Education Code 35183)

In the winter months when it is cold, students may wear sweatshirt or sweater, or jackets.

General Information

1. Students, who do not comply with the dress code, will borrow clothing kept at the site until parents/guardians can bring the proper attire.
2. Attire such as hats, wallet chains, extra-long belts, etc. will be taken by the school administrator until parents/guardians can pick them up.
3. On initial placement in this program, all parents/guardians/students will receive written notice of the dress regulation.

Prevention and Intervention Measures

In order to discourage the influence of gangs, school staff shall take the following measures:

1. Any student displaying behavior, gestures, apparel or paraphernalia indicative of gang affiliation shall be referred to the Executive Director or designee.
 - a. The student's parent/guardian shall be contacted and may be asked to meet with school staff.
 - b. The student may be sent home to change clothes if necessary.
2. Students who seek help in rejecting gang associations may be referred to community-based gang suppression and prevention organizations.
3. Any gang graffiti on school premises shall be removed, washed down or painted over as soon as discovered.
 - a. Checks for graffiti shall be made throughout the campus.
 - b. It is recommended that graffiti be photographed before it is removed. These photographs may be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders.
4. Classroom and after-school programs at each school shall be designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of constructive activities. These programs may include:
 - a. Explain the dangers of gang membership
 - b. Provide counseling for targeted at-risk students
 - c. Include lessons or role-playing workshops in gang avoidance skills and nonviolent conflict resolution, including communication skills, anger management, ethnic/cultural tolerance, and mediation skills
 - d. Assign individual gang members to cooperative learning groups in which they may work toward common goals with students who are not members of their gang
 - e. Provide school-to-career instruction
 - f. Provide positive interaction with local law enforcement staff

Gang prevention lessons may be taught jointly by teachers and law enforcement staff.

Community Outreach

Gang prevention classes or counseling offered to the community may address the following topics:

1. The dangers of gang membership
2. Warning signs which may indicate that children are at risk of becoming involved with gangs
3. The nature of local gang apparel and graffiti

4. Effective parenting techniques
5. Conflict resolution techniques

Board Policy

The Governing Board has the obligation to ensure a safe, secure and orderly campus that provides the opportunity for all students to learn. At each school, students have the right to learn and teachers have the right to teach. A student's dress is expected to be conducive to a positive school climate and to an orderly educational program. The guidance of students in appropriate dress for school is a shared responsibility of home and school. Students reflect pride in themselves and in their school by wearing clothing that enhances their appearance.

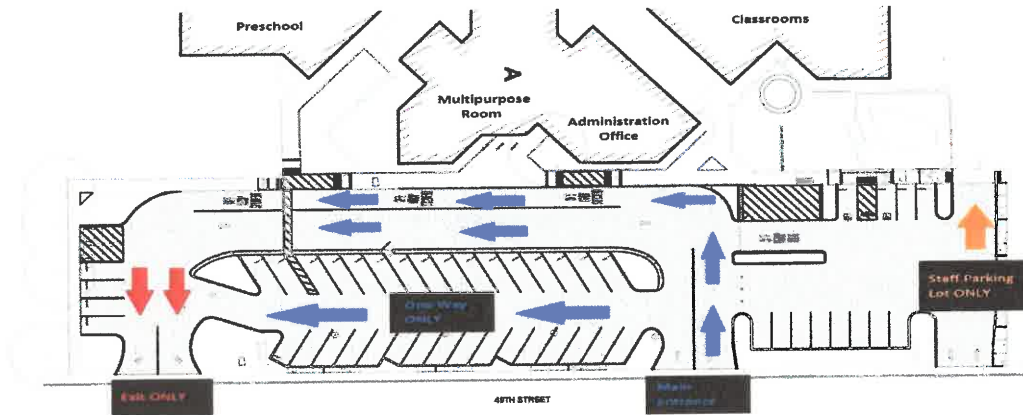
Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

The Executive Director, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel. 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.

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

Students arrive/leave via 49th Street. Students are dropped off in school parking lot. At least two (2) LAS staff members will supervise the drop-off/pick-up area in school parking lot during the first fifteen (15) minutes before and after school.



Emergency Drills

Fire: 10 times / year

Earthquake: 4 times / year

Lockdown: 4 times / year

Reunification Sites

The following are two off-campus reunification sites our school will use in case of evacuation due, for example, to a campus intruder or damaged structures:

1. UC Davis Medical Center, 2315 Stockton Blvd, Sacramento, CA 95817
2. Department of Justice, 4949 Broadway, Sacramento, CA 95820

ID Badges

All staff are currently required to wear ID badges while on campus. Visitors must check in with the office to receive a visitors pass which must be visible at all time.

Keys

Grand Master Keys are held by:
Executive Director
Business and Operations Officer

Office Manager
Plant Manager
Academic Accountability Specialist
Parent Connector

Master Keys are held by:

SPED Coordinator
Educational Specialists
Physical Education Teachers
After School Program Coordinator
Administrative Assistant
Office Clerks
Head Ground Supervisor
Night Custodian

Duplicate set of keys or duplicate master keys that can open every space on campus are available on campus. They are stored, under lock, in the main office.

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

Component 1: People and Programs- Creating a Caring and Connected School Climate

Goal 1: People and Programs- Creating a Caring and Connected School Climate

Related Activities	Resources Needed	Person(s) responsible for implementation:	Timeline for Implementation	Method of Evaluation
SARB program to inform parents of attendance requirements	Attendance data	Clerical office staff, administration, and teachers.	Quarterly	Attendance and truancy data
Second Step Curriculum	Curriculum	Teachers	Year-long	Teacher observation School Climate Committee Evaluations
Positive Behavior Intervention Support (PBIS)	Schoolwide Implementation Plan Positive behavior recognition	Teacher, School Climate Committee	Year-long	Discipline Data Positive Behavior Recognition Data
Multi-Tier Systems of Support (MTSS)	Standards Based Curriculum Academic Progress Data	Teachers, SPED Staff, School Counselor	Year-Long	Implementation Calendar Academic Progress Data
Circle Up! Restorative Justice Practices	Professional Development for school and community awareness.	Administration, all staff, and students.	Quarterly	Participation in schoolwide and classroom related activities
Community Volunteer Program	After School Coordinator	Volunteer mentors	Reviewed annually	Increase adult participation in classrooms
ACCESS/Mental Health Referrals	Counselor/School Psychologist	Counselor/School Psychologist	Reviewed annually	Participation in sessions
Student Satisfaction Survey	Survey/Questionnaires	Student Focus Group/Administration	Administered annually	Student focus groups/surveys
Monthly Class Attendance Recognitions	Awards	Administration/Office Staff/Teachers	Awarded semi-annual	Attendance data and increased academic grades
Manchas Jaguares	Prize Box items	Staff/Administration	Daily	Monthly recipients

Goal 2:

Creating an environment that builds and emphasizes student grit and resiliency by focusing on College and Career Readiness Skills.

Related Activities	Resources Needed	Person(s) responsible for implementation:	Timeline for Implementation	Method of Evaluation
Senderos al Éxito (SALE) – Middle School Parents	Public and Private High School Representatives	Middle School Teachers, School Administration	Annually	Parent Feedback, Student High School Admission Data
Parent Academy	Curriculum Community College and University Representatives	Middle School Teachers, School Administration	Annually (fall)	Parent Survey
Action Civics (AC)	Curriculum Professional Development for Advisors	Middle School Teachers, School Administration	Year-Long	AC class assessments
Student feedback	Questionnaire/Survey	Student focus group/Administration	Administered annually	Student surveys
Career Day	Community Professional	Parent Council, Student Council, School Administration	Annually	Student Surveys
Mentoring and Cross-Age Tutoring Elective	Student evaluation rubric MCAT Schedule	Middle School Teachers, School Leadership,	Year-long	Mentor Teacher Evaluations

Component 2: Physical Environment- Creating a Physical Environment that Communicates Respect for Learning and for Individuals

Goal 1:

Students and staff work collaboratively to maintain and improve the physical school environment.

Related Activities	Resources Needed	Person(s) responsible for implementation:	Timeline for Implementation	Method of Evaluation
Recycling Program	Collecting Bins	Mc Clasky School	Continuous throughout the school year	Visual Assessment
Manchas Jaguares	Recognition Awards	Staff/Administration	Daily	Monthly recipients
Improvement of school grounds	Tools/materials	School and District Maintenance Support Staff	Continuous throughout the school year	Visual Assessment/ Recommendations from staff
Technology Program	Chromebooks, iPads, and computers/devices	Staff, administration, and administration.	Reviewed annually	Survey the number of devices to student ratio targeting 1:1, TK-

				8 th Grade
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Component 2: Physical Environment- Creating a Physical Environment that Communicates Respect for Learning and for Individuals
(Continued)

Goal 2:

Students and staff work collaboratively to maintain and improve the social/emotional environment of the school.

Related Activities	Resources Needed	Person(s) responsible for implementation:	Timeline for Implementation	Method of Evaluation
School Garden	Tools/Materials	Students, Garden Coordinator, Teachers, School Administration	Year-Long	Student Survey
Foster Grandparent Program	Community Foster Grandparent Program	Teachers, School Administration	Year-long	Teacher Feedback
Kindness Challenge Month	Month long plan (Scope and Sequence) Recognition Awards	Students, Teachers, School Administration	Annually	Student and Teacher Feedback
Community Outreach	Planned Parenthood Circle Up! River Oaks La Familia Sol Collective	School Administration, Parent Council, Student Council	Monthly	Parent/Student/Staff Feedback
Manchas Jaguares	Prize Box items	Staff/Administration	Daily	Monthly recipients

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

The LAS staff is responsible for providing students with reasonable, logical and related consequences to ensure a positive classroom climate. Every teacher will discuss classroom procedures (Student Behavior Management Process/Flowchart) during Back to School Night. Student Reflection Sheets and/or Referrals may be used to communicate and document minor and major incidents and consequences. Reflection Sheets and/or Referrals (verbal or written) will be shared between the student, parent, teacher, and administration for repeated or major offenses. To ensure parent communication, students are required to report Reflection sheets and Referrals to parents. Parents must sign and return the document to school the following day. The following list of behavior consequences is meant to serve as a guideline.

1. Verbal Warning
Students will receive a verbal warning or participate in a community circle conference when they display inappropriate behavior.
2. Time Out in the Classroom/Think Spot
Students will receive time out in a designated area in the classroom when they are demonstrating disruptive or off-task behavior.
3. Time Out in Buddy Classroom and Follow up Agreement

Students will spend time out in another classroom when a verbal warning or classroom time out has not changed the misbehavior. They will complete a Behavior Reflection Sheet and confer with staff member to problem solve through their challenge and repair harm.

4. Loss of Recess

Time out during recess is another possible consequence for students who require additional practice time to ensure they follow playground and/or classroom rules. This additional practice may take place with the classroom teacher or with support staff in the office. A phone call and/or referral may be issued and sent home for parents to sign when a student has loss of recess more than three consecutive times.

5. After School Detention

Students may be asked to stay after school for failure to follow school rules or classroom expectations. Teachers may assign a 15-minute detention after school without parent notification. In the event that the detention time exceeds 15 minutes, parents will be notified by phone.

6. In-House Suspension

Students who commit more serious or frequent infractions may be assigned to another classroom for the day. Parents will be notified of the in-house suspension. When students are assigned In-House Suspension, they may attend a different lunchtime or recess time. Students assigned to In-House Suspension are expected to sit and work quietly in the designated classroom. Parents must sign and return a referral the following day.

7. Suspensions/Expulsions

Suspensions are consequences for serious or persistent behaviors. At the time of the suspension, the school administration will contact the student's parent/guardian regarding the suspension and notify the parent/guardian of the suspension in writing. The school may request to meet with the parent/guardian about the suspension. Under state law (Education Code 48914), the parent is then obligated to meet with school staff without delay. A conference by phone or in person will be held to clarify the reason for the disciplinary action and to verify the events or evidence. Parents must keep their child at home for the duration of the suspension. Teachers are not required to supply schoolwork for suspended students.

A student will not be suspended from school for more than five days unless the student is recommended for an expulsion. If the student is recommended for expulsion, the matter will be referred to the LAS Board, and the Board will hold a closed hearing to avoid violating the student's right to privacy (Education Code 49073-49079).

Note: Consideration must be given to the severity of the behavior. It may be necessary to assign suspension for a first offense.

Education Code 48900 Subsections – Grounds for Suspension or Expulsion.

During the period of suspension the student is not to be on school campus or attend any day or evening school-related activities or may be subject to arrest (PC 626.2).

The following are offenses with grounds for suspension with the possibility of school transfer or expulsion from the School.

- a. Caused, attempted to cause or threatened to cause physical injury to another person.
- b. Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- c. Unlawfully possessed, used, sold or otherwise furnished or been under the influence of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind,.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage or an intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another controlled substance, alcoholic beverage or intoxicant. This includes drug paraphernalia, including medical marijuana.
- e. Committed or attempted to commit robbery or extortion.
- f. Stolen or attempted to steal school property or private property.
- g. Possessed or used tobacco, any products containing tobacco or nicotine products.
- h. Committed an obscene act or engaged in habitual profanity or vulgarity.
- i. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, including medical marijuana.
- j. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators or other school official engaged in the performance of their duties.

- k. Sexual Harassment: Conduct considered sufficiently severe or pervasive to have a negative impact upon an individual's performance or created an intimidating, hostile, or offensive education environment.
- l. Harassment, threats, intimidation: Intentional behavior severe enough to disrupt class work, create substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
- m. Hate violence: Willfully interfering with or threatening another person's personal property or property rights because of his or her race, ethnicity, national origin, religion, disability, or sexual orientation. A verbal act (speech) is not sufficient unless the speech threatens violence against person or persons, and perpetrator has apparent ability to carry out the threat.
- n. Knowingly received stolen school property or private property.

Language Academy of Sacramento Student Behavior Management Process/Flowchart



**Creating a Culture: Classroom Environment
(Adult Strategies)**

- Build Relationships with Students
- Teach Behavioral Expectations
- Reinforce Positive Behaviors (5:1 Ratio)
- Problem Solve with Student(s)
- Elicit Parent/Guardian/Family Support

Show Respect
Make Good Decisions
Solve Problems

**Observe and Identify Problem Behavior
Determine if the behavior is minor or major.**

Verbal Warning/Social Conference:
Staff member identifies behavior to be corrected and teaches behavior expectation.

Think Spot: Student takes a break to reflect away from the group within the classroom (set timer for 5 mins). Staff member checks-in with student to discuss what the student will do to not engage in the behavior.

Buddy Classroom & Follow-Up Agreement

1. Student completes reflection form outside of the classroom or away from playground (set timer for 10 mins)
2. Student and staff member confer and review student reflection form and discuss how to repair harm.
3. See Responsive Classroom Interventions.

Contact Parents:
Discuss how to work together.

Refer to School Climate Committee (SCC): Problem Solving Process

Minor (Staff Managed)	Major (Admin. Managed)
<ul style="list-style-type: none"> • Inappropriate Language/ Body Language • Horseplay • Non-Compliance • Off-Task Behavior • Side-Talking/Noises • Inappropriate Affection; PDA • Lying/False Information • Tardy • Minor Destruction of Property • Copying/cheating • Running • Tattling • Stealing • Verbal conflict/arguing • Pretend Weapons • Rude Behavior • Teasing • Rumor/Gossip 	<ul style="list-style-type: none"> • Bullying: Repeated, Unwanted, Aggressive Behavior that Involves a Real or Perceived Power Imbalance. • Physical Fighting • Major Destruction of Property • Stealing (if items not returned) • Threats to Harm Self/Others • Drug/Alcohol Use/Possession • Weapons/Weapon-Like Implement Use/Possession • Serious Disruption of Class • Harassment -Racial -Sexual -Physical • Repeated Minor Infractions (more than three)

Referring Staff Member completes and sends student to the office with a referral form. If the student is a Special Education student, contact the SPED coordinator.

1. Student completes reflection form before meeting with Administrator.
2. Administrator follows-up with the referring staff member.
3. Student and Administrator confer and review student reflection form and discuss how to repair harm.

Administrator determines consequence and follows up as needed (Intervention team, parent, student, and staff).

Data is entered in IlluminateEd

Did the behavior change?

NO: SCC Referral and Possible Office Intervention

YES: Reinforce and Recognize Corrected Behavior

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property or to obtain possession of weapons or other dangerous objects within the control of the student. (Education Code 49001)

Alcohol and Other Substances

Students shall receive instruction by appropriately trained instructors about the nature and effects of alcohol and other drugs, including dangerous drugs defined by Health and Safety Code 11032. (Education Code 51260)

School administrators shall determine that drug education instructors possess: (Education Code 51260)

1. The ability to interact with students in a positive way
2. Knowledge of the properties and effects of tobacco, alcohol, narcotics, dangerous drugs, and shared drug apparatus
3. Effective teaching skills and competency in helping students to express opinions responsibly and to become aware of their values as they affect drug-use decisions

At all grade levels, instruction shall include a study of the effects of alcohol and other drugs upon the human system, as determined by science. Instruction shall be sequential in nature and suited to meet the needs of students at their respective grade level. (Education Code 51203, 51260)

In grades 1 through 6, instruction in drug education should be given in health courses required by Education Code 51210. (Education Code 51260)

In grades 7 through 8, instruction in drug education shall be conducted in health courses and in any other appropriate area of study required by Education Code 51220. (Education Code 51260)

Alcohol and Other Substance Intervention

The staff shall intervene whenever students use alcohol or other substances, which may lead to abuse, while on school property or under school jurisdiction. Staff members who believe that a student may be under the influence of alcohol or drugs shall immediately notify the Executive Director or designee.

If the Executive Director or designee knows, observes or suspects that a student may be under the influence of alcohol or drugs, he/she may notify the parent/guardian. (Education Code 44049)

However, school counselors/psychologist shall not disclose confidential information provided during counseling by a student 12 years of age or older. School counselors/psychologist may report such information to the Executive Director or parent/guardian only when they believe that disclosure is necessary to avert a clear and present danger to the health, safety or welfare of the student or other persons living in the school community. They shall not disclose such information to the parent/guardian if they believe that the disclosure would result in a clear and present danger to the student's health, safety or welfare. (Education Code 44049, 49602)

In cases of medical emergency, the Executive Director is authorized to call an ambulance to remove the student to a hospital. Parents/guardians will be notified of this action and shall be responsible for the incurred expenses.

Enforcement/Discipline

Staff shall notify the Executive Director or designee immediately upon suspecting a student is selling, providing or using alcohol or other substances.

When any student uses, possesses or sells alcohol or illegal substances at school or while under school jurisdiction, the following shall result:

1. Contact Parent/guardian
2. Suspension or expulsion in accordance with law or Board policy
3. Contact with law enforcement authority within one school day of the suspension (Education Code 48902)

In addition, the following actions may be taken:

1. Referral to an appropriate counseling program
2. Transfer/alternative placement
3. Restriction from all extracurricular activities, including athletics, for the length of the

Confiscation of Electronic Signaling

Devices

Because electronic signaling devices (smart phones, iPads, etc.) are sometimes used to facilitate illegal activity, the possession or use of such devices by students is prohibited on school premises, at all school-sponsored activities, and at any time while students are under the supervision and control of school employees. An exception shall be made only when the Executive Director or designee has determined that the device is essential for the student's health and then shall be used only for health purposes. (Education Code 48901.5)

The Executive Director or designee shall confiscate these devices from students who violate this clause. Parents will be required to pick up devices from the school at the end of the school day, school event or sponsored activity.

Board Policy

The Governing Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep district schools free of alcohol and other drugs and desires that every effort be made to reduce student use of these substances. The Board perceives this effort as an important step towards preventing violence, promoting school safety, and creating a disciplined environment conducive to learning.

The Executive Director or designee shall develop a comprehensive prevention and intervention program that includes instruction, referral to a rehabilitation program, enforcement/discipline, activities that promote the involvement of parents/guardians, and coordination with appropriate community agencies and organizations.

The Executive Director or designee shall clearly communicate to all students, staff and parents/guardians the school's policies and school rules related to the use of alcohol and other drugs on school campuses or at school activities. Information about program needs and goals shall be widely distributed in the community.

Instruction

The school shall provide preventative instruction which helps students avoid the use of alcohol and other substances. Age-appropriate K-8 instruction shall address the legal, social, personal and health consequences of substance abuse and alcohol use, promote a sense of individual responsibility, and inform students about effective techniques for resisting peer pressure to use alcohol and other substances.

All instruction and related materials shall consistently state that unlawful use of alcohol or other substances is wrong and harmful. Instruction shall not include the concept of responsible use when such use is illegal.

Teachers shall be trained to answer students' questions related to alcohol and substances and to help students obtain and use current and accurate information, develop and maintain a positive self-concept, take positive actions to cope with stress, and use appropriate social and personal skills to resist involvement with alcohol and other substances.

Intervention, Referral and Recovering Student Support

The Board believes that effective interventions should be available to assist students who use alcohol or other substances. School staff,

students and parents/guardians shall be informed about signs and symptoms which may indicate alcohol and other drug use and about appropriate agencies offering intervention programs, counseling and rehabilitation for students and their family members. The school shall help recovering students to avoid re-involvement with alcohol and other substances by providing school and/or community service activities designed to increase students' sense of community.

The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any staff member. Students who disclose their use of alcohol or other substances when seeking help from an intervention or recovery program shall not be disciplined for such use.

Enforcement/Discipline

The Executive Director or designee shall take appropriate action to eliminate possession, use or sale of alcohol and other substances and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. School authorities may search students and school properties for the possession of alcohol and other drugs in accordance with law and Board policy.

Students possessing, using or selling alcohol or other illegal substances or related paraphernalia at school or at a school event shall be subject to disciplinary procedures including suspension or expulsion in accordance with law and Board policy. Such students also may be referred to an appropriate rehabilitation program.

Dangerous Weapons

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 16100-17350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion
2. Ammunition or reloaded ammunition
3. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 2-1/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade
4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
7. Any imitation firearm, defined as 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

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the school. (Education Code 49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the Executive Director immediately
2. Immediately notify the Executive Director, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the Executive Director

When informing the Executive Director about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The Executive Director shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

Board Policy

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and school policy, in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

The Executive Director or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

Possession of Pepper Spray

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Executive Director or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds. Incident reports and records shall not identify the student who reported the possession. The Executive Director or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Tobacco

Students who possess or use tobacco on school premises or at school-sponsored events shall be subject to the following disciplinary procedures:

1. First Offense:
 - a. Parent/guardian contact.
 - b. One- to two-day suspension or appropriate alternative to suspension.
2. Second and Subsequent Offenses:
 - a. Parent/guardian contact.
 - b. One- to five-day suspension.
 - c. Disciplinary probation with behavioral contract.

If deemed appropriate, a behavioral contract is a written agreement between a student, parent/guardian and administrator, setting forth conditions that the student must meet during the probation period. Students under disciplinary probation shall either fulfill these conditions or be denied specified privileges until their behavior improves. Failure to comply with the agreement also may result in further disciplinary action.

Tobacco Use Prevention Instruction

The school's tobacco-use prevention program shall provide students in grades 6-8 instruction which addresses the following topics: (Health and Safety Code 104420)

1. Immediate and long-term undesirable physiological, cosmetic and social consequences of tobacco use.
2. Reasons that adolescents say they smoke or use tobacco.
3. Peer norms and social influences that promote tobacco use
4. Refusal skills for resisting social influences that promote tobacco use.

As appropriate, the school shall provide or refer students in grades 7-8 to tobacco-use intervention and cessation activities. (Health and Safety Code 104420)

These services shall be directed toward current users and shall be voluntary for students who desire assistance in ceasing the use of tobacco.

In addition to targeting students who currently use tobacco, the district's program shall target students most at risk for beginning to use tobacco as identified through a local needs assessment.

The school shall provide or refer every pregnant and parenting minor enrolled in the district to tobacco-use prevention services. Such services may be integrated with existing programs for pregnant and parenting minors and shall include: (Health and Safety Code 104460)

1. Referral to perinatal and related support services
2. Outreach services and assessment of smoking status
3. Individualized counseling and advocacy services
4. Motivational messages
5. Cessation services, if appropriate
6. Incentives to maintain a healthy lifestyle
7. Follow-up assessment
8. Maintenance and relapse prevention services

Board Policy

The Governing Board recognizes that tobacco use presents health hazards and desires to provide support and assistance in reducing the number of students who begin or continue to use tobacco. The Executive Director or designee shall establish a comprehensive program that includes consistent enforcement of laws prohibiting tobacco possession and use by students, tobacco-use prevention education including youth development activities, and intervention and cessation activities and/or referrals. Students shall not smoke, chew or possess tobacco or any product containing tobacco or nicotine on school property or during school hours, at school-sponsored events, or while under the supervision of district employees. Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. (Education Code 48900, 48901) Students who violate this prohibition shall be subject to disciplinary procedures which may result in suspension from school. Students' possession or use of nicotine delivery devices, such as electronic cigarettes, is also prohibited.

These prohibitions do not apply to a student's possession or use of his/her own prescription products. (Education Code 48900, 48901)

Prevention Instruction

The school shall provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from K-8. Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs in which the district participates.

Steroids

The school shall not accept a sponsorship from any manufacturer or distributor whose name appears on the label of a dietary supplement that contains substances banned by the U.S. Anti-Doping Agency and the substance synephrine. Such supplements shall

not be sold, distributed, or marketed at a school-related event. (Education Code 49031)

Marketing includes, but is not limited to, direct product advertising, provision of educational materials, product promotion by a district employee or volunteer, product placement, clothing or equipment giveaways, or scholarships. Marketing shall not include the inadvertent display of a product name or advertising by a person who is not a manufacturer or distributor. (Education Code 49031)

Notice

The following warning, reproduced in 10-point bold type, shall be posted in every locker room of schools with classes in grades 7-8 and contained in any contracts for the lease or rental of the school's athletic facilities: (Civil Code 1812.97)

Warning: Use of steroids to increase strength or growth can cause serious health problems. Steroids can keep teenagers from growing to their full height; they can also cause heart disease, stroke, and damaged liver function. Men and women using steroids may develop fertility problems, personality changes, and acne. Men can also experience premature balding and development of breast tissue. These health hazards are in addition to the civil and criminal penalties for unauthorized sale, use, or exchange of anabolic steroids.

Board Policy

The Governing Board recognizes that the use of steroids and other performance-enhancing supplements presents a serious health and safety hazard. As part of the school's drug prevention and intervention efforts, the Executive Director or designee and staff shall make every reasonable effort to prevent students from using steroids or other performance-enhancing supplements.

Students in grades 7-8 shall receive a lesson on the effects of steroids as part of their health, physical education, or drug education program.

Students participating in interscholastic athletics are prohibited from using steroids and dietary supplements banned by the U.S. Anti-Doping Agency as well as the substance synephrine. (Education Code 49030)

Coaches shall educate students about the school's prohibition and the dangers of using steroids and other performance-enhancing supplements.

The Executive Director or designee shall ensure that district schools do not accept sponsorships or donations from supplement manufacturers that offer muscle-building supplements to students.

Nondiscrimination in School Programs and Activities

The Governing Board is committed to equal opportunity for all individuals in education. School programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; 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.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Executive Director or designee shall notify students, parents/guardians, employees, organizations, applicants for admission and employment, and sources of referral for applicants about the school'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.

The school's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand and, when required by law, in a language other than English.

Access for Individuals with Disabilities

School programs and facilities, viewed in their entirety shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations.

The Executive Director or designee shall ensure that the school provides 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, scribes, written materials, taped text, and Braille or large print materials.

Individuals with disabilities shall notify the Special Education or Executive Director 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.

Visitors

The Governing Board encourages parents/guardians and interested members of the community to visit the schools and view the educational program.

To ensure minimum interruption of the instructional program, the Executive Director or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be first arranged with the teacher and Executive Director or designee. If a conference is desired, an appointment should be set with the teacher during non-instructional time.

To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register, with the front office, immediately upon entering any school building or grounds when school is in session.

No commercial vendors/sales representatives shall have access to school facilities unless they have an appointment with a school employee.

For purposes of school safety and security, visitors are required to wear visitor badges while on school premises.

No electronic listening or recording device may be used by students or visitors in a classroom without the explicit written consent of the teacher and Executive Director. (Education Code 51512)

Drug and Alcohol Free Workplace

The Governing Board believes that the maintenance of a drug- and alcohol-free workplace is essential to staff and student safety and to help ensure a productive and safe work and learning environment.

An employee shall not unlawfully manufacture, distribute, dispense, possess, or use any controlled substance in the workplace. (Government Code 8355; 41 USC 701)

Employees are prohibited from being under the influence of controlled substances or alcohol while on duty. For purposes of this policy, on duty means while an employee is on duty during both instructional and non-instructional time in the classroom or workplace, at extracurricular or co-curricular activities, or while transporting students or otherwise supervising them. Under the influence means that the employee's capabilities are adversely or negatively affected, impaired, or diminished to an extent that impacts the employee's ability to safely and effectively perform his/her job.

The Executive Director or designee shall notify employees of the school's prohibition against drug use and the actions that will be taken for violation of such prohibition. (Government Code 8355; 41 USC 701)

An employee shall abide by the terms of this policy and shall notify the school, within five days, of his/her conviction for violation in the workplace of any criminal drug statute. (Government Code 8355; 41 USC 701)

The Executive Director or designee shall notify the appropriate federal granting or contracting agency within 10 days after receiving notification, from an employee or otherwise, of any conviction for a violation occurring in the workplace. (41 USC 701)

In accordance with law and the school's applicable employment contract clause, the Executive Director or designee shall take appropriate disciplinary action, up to and including termination, against an employee for violating the terms of this policy and/or shall require the employee to satisfactorily participate in and complete a drug assistance or rehabilitation program approved by a federal, state, or local public health or law enforcement agency or other appropriate agency.

Drug-Free Awareness Program

The Executive Director or designee shall establish a drug-free awareness program to inform employees about: (Government Code 8355; 41 USC 701)

1. The dangers of drug abuse in the workplace
2. The district's policy of maintaining a drug-free workplace
3. Available drug counseling, rehabilitation, and employee assistance programs
4. The penalties that may be imposed on employees for drug abuse violations occurring in the workplace

Bullying

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. School employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

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

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

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

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

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

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

Intervention

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

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

As appropriate, the Executive Director or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance applicable procedures.

When a student is reported to be engaging in bullying off campus, the Executive Director or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the Executive Director, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Executive Director or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with school policies and regulations.

Vandalism, Theft and Graffiti

The Governing Board considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging or theft of any school-owned real or personal property, including the writing of graffiti.

Any school student who commits an act of vandalism shall be subject to disciplinary action by the school and also may be prosecuted through other legal means. If reparation of damages is not made, the school also may withhold the student's grades, diploma and/or transcripts in accordance with law.

Positive School Climate

The Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

Staff shall consistently enforce Board policies and procedures which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

The school's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

The Executive Director or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster

harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

Staff shall receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds.

Conflict Resolution

To promote student safety and contribute to the maintenance of a positive school climate, the Governing Board encourages the development of school-based conflict resolution programs designed to help students learn constructive ways of handling conflict. The Board believes that such programs can reduce violence and promote communication, personal responsibility and problem-solving skills among students.

Conflict resolution strategies shall be considered as part of each school's comprehensive safety plan and incorporated into other school discipline procedures as appropriate. Conflict resolution programs shall not supplant the authority of staff to take appropriate action as necessary to prevent violence, ensure student safety, maintain order in the school, and institute disciplinary measures.

Schoolwide programs may include curriculum in conflict resolution, including, but not limited to, instruction in effective communication and listening, critical thinking, problem-solving processes, Circle Up! Strategies, restorative justice and the use of negotiation to find mutually acceptable solutions. In addition, the curriculum may address students' ethical and social development, respect for diversity, and interpersonal and behavioral skills.

Conflict resolution programs may incorporate peer mediation strategies in which selected students are specially trained to work with their peers in resolving conflicts.

(O) Hate-Motivated Behavior

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The school prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The school shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Executive Director or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Whenever possible and deemed appropriate, the Executive Director or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of school and community resources.

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Executive Director or other school administration. Upon receiving such a complaint, the Executive Director shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in the Student/Parent Handbook. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Executive Director or designee, and/or law enforcement, as appropriate.

As necessary, the school shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

Student Use of Technology

In light of the explosive growth and popularity of social media technology in today's society, the LAS has developed the following policy to establish rules and guidelines regarding the appropriate use of social media and internet use by students on school owned equipment, networks, and/or social media sites. This policy applies to situations when (a) person(s): (1) make a post to a social media platform that is related to the School; (2) engage in social media activities during school hours; (3) use School equipment or resources while engaging in social media activities; (4) use School email address to make a post to a social media platform; (5) post in a manner that reveals affiliation with the school; or (6) interact with other school students or school employees on the internet and/or on social media sites.

For the purposes of this policy, the phrases

“Social media” refers to the use of a website or other electronic application to connect with other people, including; but not limited to, Facebook, Twitter, Pinterest, LinkedIn, YouTube, Instagram, and SnapChat, as well as related web-based media, such as blogs, wikis, and any other form of user-generated media or web-based discussion forums.

“Network” refers to two or more computer systems linked to allow communication. The School’s network connects staff and students to provide data communications, such as e-mail, file sharing, and internet access.

“Internet” refers to a global computer network.

This policy is intended to supplement, not replace, the School's other policies, rules, and standards of conduct. For example, School Policies on confidentiality, use of School equipment, harassment, and bullying.

All LAS community members are required to comply with all School policies whenever social media activities may involve or implicate the School in any way, including, but not limited to, the policies contained in the Student/Parent handbook.

Standards of Conduct

Students and parents are required to comply with the following rules and guidelines when participating in the use of school owned equipment, network resources and/or social media activities that are governed by this policy:

- Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, bullying or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations.
- Identify all copyrighted or borrowed material with proper citations and/or links.

- Do not post confidential information (as defined in this Handbook) about the School, its employees, its parents or its students on school social media. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
- Students may not engage in social media activities during school hours unless it is part of a classroom activity or assignment and authorized by a teacher or school administration.
- Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.

- When posting about fellow students, parents, or other people who work on behalf of the School, avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, intimidating, harassment and/or bullying.
- Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it immediately. Never post any information or rumors that you know to be false about the school employees, fellow students, parents, vendors, customers, suppliers, and people working on behalf of the School or its competitors.
- Express only your personal opinions. Never represent yourself as a spokesperson for the School (unless authorized to do so). If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School employees, fellow students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the School."
- You may not engage in advertisement, solicitations, commercial ventures, or political lobbying.

School Administration reserves the right to monitor school related social media accounts, internet/intranet, e-mail, and networked application usage. No student or parent should have any expectation of privacy when using school owned equipment, network resources and/or participating in social media activities. School Administration reserves the right to inspect any and all files on School computers or School servers connected to School networks and to take custody and possession of those files and computers.

Creating and Using School Social Media

Students and parents are only permitted to communicate and connect with school employees regarding School-related matters on social media that has been set-up and/or operated by the School. All other communications with school employees regarding School-related matters on non-School or personal social media may result in disciplinary action, up to and including suspension.

Student and parents are strictly prohibited from creating social media pages that use the school name, logo and/or any other copyright material without prior written consent for the Language Academy of Sacramento.

The School Administration and/or designee, are responsible for approving requests for School social media, monitoring School social media for inappropriate content, and maintaining the social media account information (including, but not limited to, username and password). School Administration has final approval over all content and reserves the right to remove inappropriate or irrelevant post/comments/messages from its social media pages or close the social media accounts, with or without notice. Any inappropriate communications shall result in disciplinary action up to and including suspension or permanent removal of access from the page.

Electronic Email

Users of school electronic mail systems should not consider electronic communication to be either private or secure; such communications are subject to review by authorized School personnel and may be subject to review by the public under the Public Records Act. Messages relating to or in support of illegal activities must be reported to appropriate authorities. Other conditions for use include, but are not limited to:

- Individuals are to identify themselves accurately and honestly in e-mail communications.
- E-mail account names and/or addresses may not be altered to impersonate another individual or to create a false identity.
- The School retains the copyright to any material deemed to be School data.

Access

Students and parents are reminded that the School's various electronic communications systems, including, but not limited to, its electronic devices, computers, telephones, email accounts, video conference, voice mail, facsimiles, internal and external networks, computers, cell phones, smart phones, iPads, tablets, and other similar devices, are the property of the School. All communications and information transmitted by, received from, or stored in these systems are considered School records and are property of the school.

As a result, the School may monitor its students and parents use of these electronic communication systems, including social media activities. The School may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that someone associated with the School has engaged in a violation of this, or any other, School policy.

As a result, students and parents do not have a reasonable expectation of privacy in their use of or access to the School's various electronic communications systems.

Security

Security on any computer system is a high priority, especially in a system with many users. If any user identifies a security problem with School systems, he/she must notify an administrator either in person or in writing, or via the network.

Users should not demonstrate the problem to other users. Any user identified as a security risk or having a history of problems with other computer systems may be denied network access. Violations include, but are not limited to:

- Illicitly gaining entry, or "hacking" into a computer system or obtaining account passwords.
- Intentionally creating or distributing a computer virus.
- Using School systems or equipment to knowingly disable or overload any computer system or network or to circumvent the security of a computer system.
- Knowingly bypassing a School "firewall" used for blocking inappropriate internet sites and for security screening.

Discipline

Students who are in violation of this Social Media Policy may result in disciplinary action, up to and including immediate suspension.

Parents who are in violation of this Social Media Policy may be prohibited from using school equipment or permanently removed from the School's social media network.

Retaliation Is Prohibited

The School prohibits retaliation against any student, school employee and/or parent for reporting a possible violation of this policy or for cooperating in an investigation of a potential violation of this policy. Any student or parent who retaliates against another student, parent and/or employee for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including suspension and/or criminal charges.

Questions

In the event you have any questions about a particular social media activity that may involve or implicate the School, or that may violate this policy, please contact School Administration.

Social media is in a state of constant evolution, and the School recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each student and parent is responsible for using good judgment and seeking clarification or authorization prior to engaging in social media activities that may implicate this policy.

Criminal Background Checks

It is the policy of LAS to require fingerprinting, background checks and furnishment of a criminal record summary consistent with the requirements of Education Code Section 44237.

LAS may, on a case-by-case basis, require an entity providing school site services to certify that the entity's employees comply with the requirements for fingerprinting, unless the Language Academy determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, LAS must consider all relevant circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others. If LAS makes this determination, LAS shall take appropriate steps to protect the safety of any pupils that may come in contact with these employees. If the Language Academy requires an entity to comply with the fingerprinting requirements, the entity is required to comply with this section.

On a case-by-case basis, as to volunteers, the Executive Director shall determine whether the volunteer will have more than limited contact with pupils or otherwise consider other factors requiring a criminal background check for such volunteers.

Volunteers participating in overnight field trips will be required to fulfill fingerprint requires. Based on the results from the Department of Justice, the school reserves the right to refuse participation on the field trip.

Immunizations

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board desires to cooperate with state and local health agencies to encourage immunization of all district students against preventable diseases.

Students entering the Language Academy shall present an immunization record which shows at least the month and year of each immunization the student has received, in accordance with law. Students and staff shall be excluded from LAS or exempted from immunization requirements only as allowed by law.

Each student and staff member shall present his/her immunization record certifying that he/she has received all immunizations which would have been required of the student or staff member if they attended or worked at another school or district and that are currently due before he/she is admitted to LAS.

Administration of Medication

The LAS staff is responsible for the administration of medication to students attending school during regular school hours.

It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

The Language Academy, upon request from the parent/guardian and verification from a physician, will endeavor to provide for the administration of prescribed medication to allow the student to attend school, if the student is unable to take the medication without assistance or supervision. LAS will identify at the beginning of each school year those teachers that are authorized to administer any needed medications.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical profession.
- Medication shall be administered only during school hours if determined to be absolutely necessary on an ongoing basis.
- If the medication must be administered during school hours, then every attempt shall be made to have the student self-administer or another family member administer the medication at school.
- If the child is unable to self-administer, then voluntary participation of school staff will be garnered to administer the medication.
- LAS recognizes the rights of teaching staff to choose not to be involved in the administration of medication.
- Requests for school staff to administer medication during school hours shall be made in writing to the principal by the parent/guardian.
- The request shall be supported by a signed statement from a physician.
- The parent/guardian shall sign a release/consent from which is to be kept on file by the school director.
- The school director shall keep records of medication administered at the school.
- The school director shall locate all medication in a secure setting.
- The school director shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.
- The Executive Director shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, and diabetes).

Health Screenings

The Governing Board recognizes that periodic health examinations of students may lead to the detection and treatment of conditions that impact learning. Health examinations also may help in determining whether special adaptations of the school program are necessary.'

In addition to verifying that students and staff have complied with legal requirements for health examinations and immunizations to the same extent as would be required if they were enrolling in or working with another California school or District, the Language Academy shall administer tests for vision, hearing and dental as required by law.

The Executive Director or designee, shall ensure that qualified staff employed to examine students exercise proper care of each student and that examination results are kept confidential. Records related to these examinations shall be available only in accordance with law.

Reports to the board regarding the number of students found to have physical problems and the effort made to correct them shall in no

way reveal the identity of students.

First Aid and CPR

All teachers and staff will be certified in first aid, CPR and emergency response (including “first responder” training), and will be recertified every two years. Every classroom will have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

LAS will follow the Emergency First Aid Guidelines for California Schools

Psychological Trauma

When the Executive Director or designee feels that there has been an event that causes a psychological impact on students and/or staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions, he or she should contact the Executive Director, School Psychologist or School Counselor to request the services of the psychological crisis response team. Emergencies like those described above usually produce one or more of the following conditions: temporary disruption of regular school functions and routines, significant interference with the ability of students and staff to focus on learning, physical and/or psychological injury to students and staff, and concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Suspected Contamination of Food or Water

This involves the suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by kitchen staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses. The Executive Director or designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area. Second, the Executive Director or designee will notify the district safety coordinator of the problem and await further instructions. Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals purposely contaminating the food or water source.

Flooding

This applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam. The Executive Director or designee will initiate appropriate actions, which may include Shelter-in-Place, Evacuate Building, or Evacuate Campus.

Animal Disturbance

This procedure should be implemented when the presence of a rabid dog or other dangerous animal threatens the safety of students and staff. The Executive Director or designee will initiate appropriate actions, which may include Lock Down or Evacuate Building.

Loss or Failure of Utilities

This addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines. The Executive Director or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

Pesticide and other Toxic Substances

The Language Academy of Sacramento is an herbicide free school. When necessary to treat pest, the school will collaborate with the district to implement the Integrated Pest Management system. LAS and SCUUSD will, to the best of their ability, schedule any necessary pesticide treatment outside of regular school hours. A written notice will be posted on school grounds 72 hours before application. The posting will include product name, active ingredient and intended date of application.

Safety Plan Review, Evaluation and Amendment Procedures

The Language Academy of Sacramento's comprehensive safety plan will be reviewed, evaluated and amended (if necessary) annually.

Pursuant to Education Code Section 35294.6[a], LAS will adopt this annual comprehensive school safety plan at the regular meeting of the Board of Trustees on February 22, 2019. An opportunity for public comment was also provided during this meeting, prior to the plan's adoption.

An updated file containing all safety related plans and materials are available for public inspection in the main office. Documentation of this meeting will be filed alongside the plan then recorded in the appendix section of this document, and may include the meeting agenda, minutes and copies of materials provided for the plan presentation.

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Committee	February 13, 2019	Main Office
Policy Committee	February 14 & 18, 2019	Board Committee Meeting, Room 7
School Site Council	February 22, 2019	Public Board Meeting, Room 8-9
Governing Board	February 22, 2019	Public Board Meeting, Room 8-9

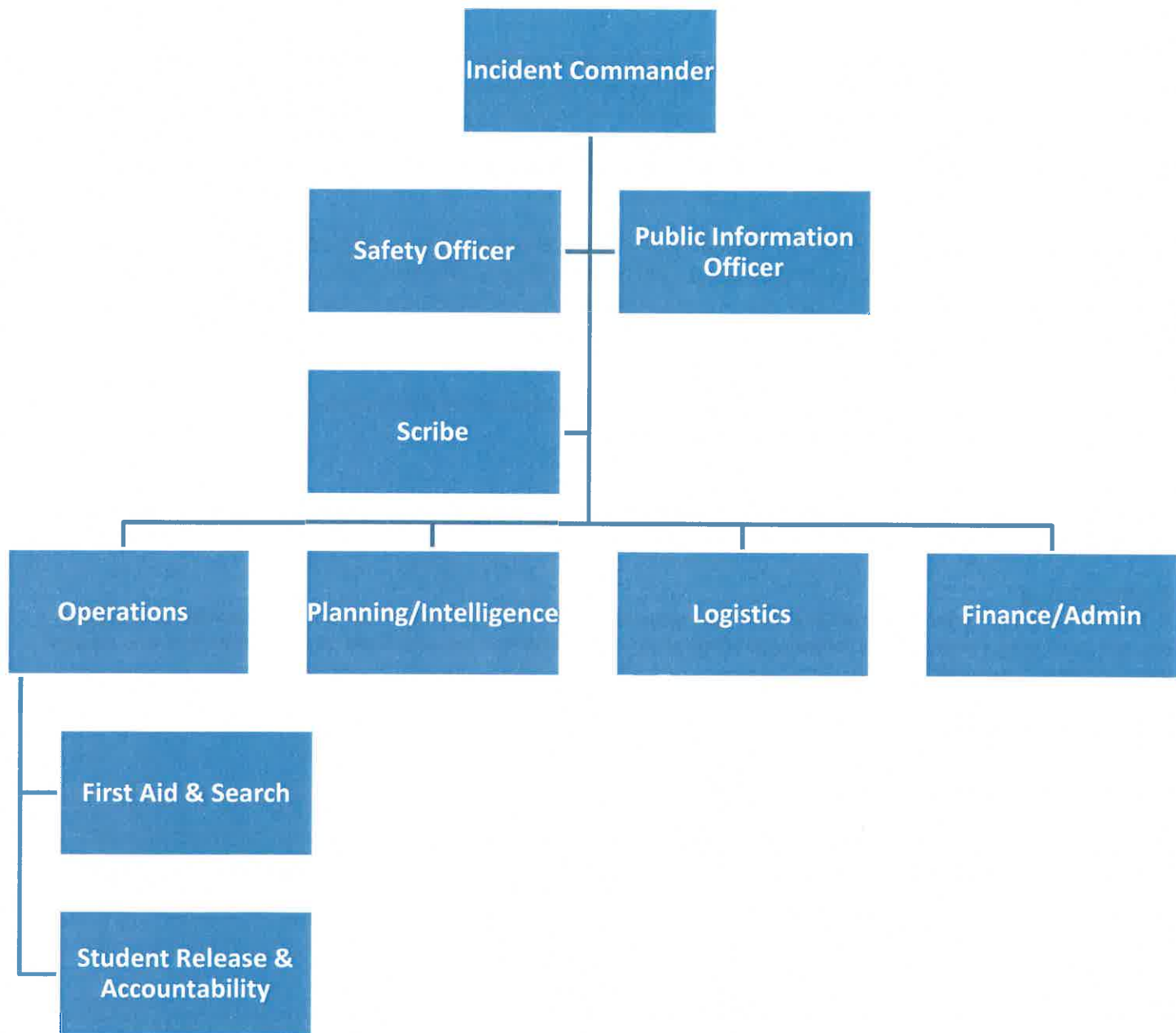
Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Vendor	Number	Comments
First Responders	911	*24 Hour Emergency
PG&E	(800) 743-5000	Outages
Black Board	(866) 360-2155	Emergency Notification Phone System
County Public Works	(916) 438-5013	Water Emergency
Sacramento County Sheriff	(916) 874-5476	*24 Hour Non-Emergency
Sacramento Police Department	(916) 264-5471	*24 Hour Non-Emergency
Animal Control	(916) 264-5011	Animal Pick-Up
Child Protective Services	(916) 875-5437 (875-KIDS)	Report Neglect and/or abuse
Tree Trimming (Public Works)	311	Hazardous limbs/fallen trees
County Health and Human Services	(916) 875-5471	Health Services
Fire Station	(916) 808-1300	Fire Department
American Red Cross	(916) 993-7070	Disaster Assistance
Radio Stations	(916) 278-8900 (323) 900-6100	KXJZ-FM 90.9 (Capitol Radio) KXSE-FM 104.3 (Spanish Radio)
Television Stations	(916) 321-3300 (916) 614-1900	ABC Channel 10 Univision
WeTip	(800) 78-CRIME, (800) 47-ARSON and (800) US-FRAUD	Anonymous Reporting

Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school Executive Director. The Executive Director is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Armed Assault on Campus (CalOES, Feb. 2018)

When an Active Shooter is in the vicinity, individuals should quickly determine the most reasonable way to protect their own life. Typically, the best response to an active shooter situation will be for individuals to either: Run (Evacuate); Hide; or Fight (Take action against the active shooter within their ability).

1. Run (evacuate)

The absolute best, most ideal response to an active shooter situation will be to evacuate the premises and get out of harm's way or get to a safe location. While evacuation sounds like a simple or straightforward approach to ensuring personal safety, doing so under the duress and chaos of an active shooter situation can be difficult. It is important to plan ahead to increase the likelihood that people will be able to use their best judgment, assess an accessible escape path and attempt to evacuate the premises.

Everyone should understand when evacuating during an active shooter scenario, individuals need to:

- Evacuate regardless of whether others agree to follow;
- Leave all non-lifesaving belongings behind;

- Help others escape, (if possible use “buddy system”);
- Prevent individuals from entering an area where the active shooter may be;
- Keep their hands visible;
- Follow the instructions of any law enforcement or first responders; and
- Not attempt to move wounded people.

Workplace management

School Administration have the primary responsibility for ensuring their staff is prepared to evacuate places of work during emergencies. They are responsible for:

Evacuation planning

- School Administration needs to ensure that the workplace has emergency preparedness and/or evacuation plans. Plans should define how staff will evacuate quickly, effectively and safely. Plans need to be communicated to all staff and practiced/exercised regularly (including tabletop exercises and physical drills). School Administration needs to ensure that staff members are familiar with evacuation/exit routes from all areas of the building (i.e. each floor of a multi-story building, including common areas). Plans should integrate accommodations for individuals with disabilities or persons with access and functional needs. Accommodations could include assistive devices, evacuation chairs and keeping aisles clear of clutter or items that may impede evacuees from leaving the premises.
- The buddy system. School Administration (and/or evacuation lead personnel) should coordinate closely with staff to understand and include the assistance/accommodation that may be needed by individuals with disabilities or access and functional needs during an active shooter situation. Establishing a “buddy system” whereby disabled and non-disabled colleagues work together to ensure the safe evacuation of all workers is an integral step in the process of planning to survive an active shooter attack.

Situational awareness

- School Administration need to ensure that everyone is accounted for inside and outside of the workplace at all times. This includes visitors, teleworkers, employees working in the community, etc. School Administration should ensure staff members are trained to update their calendars and keep supervisors aware of time away from the workplace (paid time off, jury duty, illness, etc.). School Administration should work to identify accommodation needs and incorporate those needs into emergency plans.

Cross-training

- School Administration should implement cross-training as part of the organization’s emergency School Administration process to ensure as many employees as possible are familiar with and trained on evacuation procedures. This should include the evacuation lead personnel, floor wardens, the facilities team, and property School Administration.

Individuals with a disability or an access and functional need (AFN).

Individuals with a disability or an AFN have the most awareness of their specific evacuation needs. As such, it is the responsibility of the individual (assisted as appropriate by his or her representative, behavioral therapist or personal care assistant) to:

- Inform management regarding any gaps or needs for accommodations that exist in their organization’s emergency preparedness or evacuation plans;

- Inform management when individual is expected to be away or out of the office for extended time to ensure the individual is accounted for during safety checks and roll calls;
- Explore the potential of establishing a “buddy system” with coworkers. “Buddies” should educate partners concerning the respective physical, psychological and communication assistance needed to increase their safety during an active shooter attack. A back-up buddy system is also recommended;
- Have an escape route and safety plan in mind specific to their respective needs; and
- Practice escape routes and safety plan by locating exits and locking offices and conference rooms before and during drills and exercises.

Law enforcement/first responders.

When law enforcement arrives on scene, their primary responsibility will be to eliminate the threat. Once the active shooter has been neutralized, they will facilitate the evacuation of survivors and treatment of the injured with first responders. During the post-shooting evacuation, law enforcement/first responders should be sure to:

- Take AFN considerations into account when entering the building. This means understanding that depending on any one individual’s disability or AFN they may not understand or be able to follow commands to show their hands, to get on the ground or to move as directed. Individuals may exhibit behaviors that are counterintuitive due to their disability or AFN, such as putting on headphones or laughing as a means of coping with the stress of the environment;
- Remember that individuals who may approach law enforcement for assistance could be unable to hear, have limited understanding of the circumstances, or require escorting;
- Ask individuals if they have a disability or AFN that they should be aware of and how they can assist them or accommodate their needs during evacuation;
- Give concrete, plain directions; and
- Use visual or gestural cues to assist individuals with disabilities and AFN during evacuation.

2. Hide or Shelter in Place

When evacuating the premises is not possible, individuals in an active shooter situation should hide for safety. Because active shooter situations typically last no longer than 10 – 15 minutes, hiding from the attacker(s) is a highly effective method for promoting individual security. Understanding that, depending on where people may be during an attack, there may or may not be many places to hide. Everyone should consider the following when thinking about potential areas for concealment:

- Hiding places should be out of the active shooter’s view;
- An ideal hiding place will not trap the individual or restrict individual’s options for movement; and
- The area should provide protection if shots are fired in individual’s direction.

To minimize the chances of an individual’s hiding place being found:

- Silence cell phones (turn off vibrate);
- Turn off any source of noise (i.e., computers, radios, televisions, assistive devices);
- Pull down shades or window coverings;
- Hide behind large or hard items (i.e., cabinets, desks); and

- Remain quiet.

To prevent an active shooter from entering an individual's hiding place:

- Lock the door;
- Turn off lights; and
- Blockade the door with heavy furniture.

Workplace management.

Management should integrate hiding within their active shooter training protocols and provide explanation and demonstration to staff. Training should reiterate that being able to effectively conceal oneself could prevent injury or death during an active shooter situation. Management can create "safe rooms", train staff to identify potential weapons in those areas and encourage them to think creatively regarding concealment. The concealment protocols should be included in the emergency preparedness plan.

Individuals with a disability or an access and functional need (AFN). Depending on their specific disability or AFN, it may be difficult for some individuals to hide. For example, individuals who use wheelchairs may find it challenging or impossible to hide under a desk or in a closet. Because each individual knows what will or will not work for them, persons with a disability or an AFN (assisted as appropriate, if needed, by their representative, behavioral therapist or personal care assistant) should:

- Plan ahead by identifying potential areas to hide throughout their work- place prior to an incident occurring;
- Coordinate with management and colleagues/"buddies" ahead of time regarding the type of assistance they can provide to help with concealment;
- Use assistive devices or durable medical equipment to secure hiding spot (such as parking and locking heavy wheelchairs in front of a door);
- Practice self-soothing techniques to remain calm and collected; and
- Look for improvised weapons that can be used aggressively within individual's ability.

Law enforcement/first responders.

When it is time for individuals to vacate their places of concealment, law enforcement/first responders need to provide loud, clear, plain, concrete instruction announcing it is safe for persons to make their presence known. In doing so, they should consider that:

- Some individuals with a disability or an AFN may not be able to hear or understand verbal instructions;
- Depending on their disability or AFN, some individuals may require physical assistance to exit their place of hiding or being unconcealed;
- Law enforcement/emergency medical services (EMS) should always ask individuals with a disability or an AFN if they need assistance and seek instruction before grabbing or physically moving them; and

Law enforcement/EMS should avoid separating individuals with a disability or an AFN from their personal care assistant, service animal, durable medical equipment, or assistive device(s).

3. Fight (taking action against the active shooter)

When evacuating the premises is not possible, hiding is not an option and an individual's life is in imminent danger, the last resort should be to disrupt and/or incapacitate the active shooter(s). Individuals choosing to take action and fight need to

commit and act as aggressively as possible against the active shooter(s). This action should be decisive, without hesitation and encompass the following:

- Improvising weapons from nearby items (e.g. fire extinguisher);
- Yelling and throwing items;
- Fighting as best they can within their ability; and
- Having a “Not Today” attitude (deciding that today is not the day they are going to die).

Workplace management. When training staff on active shooter situations, it is important that management underscore the importance of thinking creatively and being committed when physically taking action against an active shooter.

Individuals with a disability or an access and functional need (AFN).

Individuals with varying physical, emotional or developmental capabilities may be limited, completely or partially, in the degree to which they are able to fight an active shooter. However, individuals with a disability or AFN should consider using durable medical equipment or assistive devices as improvised weapons with which to attack an active shooter. For example, using a power chair to ram an active shooter; using a cane as a bat; or hitting an active shooter with a cast.

Law enforcement/first responders.

Law enforcement and first responders entering an active shooter environment should take note to ensure they do not confuse someone taking action against an active shooter with an assailant.

When Law Enforcement Arrives

Law enforcement’s role is to stop the active shooter as soon as possible, which means officers will proceed directly to the area in which the last shots were heard without stopping to help injured persons.

Officers will usually arrive in teams of four and may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets and other tactical equipment. They may be armed with rifles, shotguns and handguns. Officers will shout commands, provide non-verbal instruction and may push individuals to the ground for their safety.

Individuals in an active shooter situation can assist law enforcement during their response by doing the following:

- Putting down any items in their hands (e.g., cell phone, bags, jackets);
- If possible, immediately raising their hands and spreading fingers;
- Keeping hands visible at all times;
- Avoiding quick movements toward officers, such as holding on to them for safety;
- Avoiding pointing, screaming and/or yelling; and
- Avoiding asking officers for help or directions.

To avoid causing additional fear, stress or emotional strain; it is critical for individuals with a disability or AFN and their support or buddy system partner(s) to be aware of how law enforcement will respond to an active shooter incident. Ensuring everyone understands this is a collaborative process between workplace management, individuals with a disability or an access and functional need and law enforcement.

Workplace management

In training, it is important for management to explain to staff how law enforcement will respond to an active shooter incident. As a part of the explanation, management should indicate that during a response:

- There may be loud noises such as bangs, yelling and sirens;
- There may be officers in military-style gear;
- There may be smoke that obstructs vision or irritates the eyes and throat; and
- Individuals may be pushed to the ground by law enforcement for their safety.

Individuals with a disability or an access and functional need (AFN). Individuals with a disability or an AFN need to understand the importance of:

- Remaining calm;
- Staying put until cleared by law enforcement;
- Utilizing self-soothing techniques (if needed);
- Following officers' instructions; and
- Using a "Buddy System" if helpful.

Law enforcement/first responders.

The more information responders have prior to entering an active shooter situation, the better. Situational awareness can be difficult to gather, but details matter – especially as they relate to who is inside the building. Knowing ahead of time whether there are individuals with a disability or an AFN on site and what type of disability or AFN they have can help officers ensure a safe and effective response.

Communication with Law Enforcement

Workplace management

Individuals with a disability or an access and functional need and law enforcement need to communicate before, during and after an active shooter attack. As part of being proactive with their emergency preparedness plan, property management or facilities managers should communicate their emergency plans with first responders and law enforcement regularly. Law enforcement should reach out to learn about the disability and AFN-related needs within the communities they serve. Management should institute a "roll call" system into their emergency preparedness plan as a means to accounting for all staff once they have reached a safe location or assembly point.

Individuals with a disability or an access and functional need (AFN). Individuals need to know that, once they have reached a safe location, they will be held in that area by law enforcement until the situation is under control and all witnesses have been identified and interviewed. As such, no one should leave until law enforcement authorities have instructed them to do so.

Law enforcement and workplace management should also work together to help ensure everyone understands that, when possible, persons in an active shooter incident should communicate the following information to 911 operators:

Location of the active shooter(s);

- Number of shooters, if more than one;
- Physical description of shooter(s);
- Number and type of weapons held by the shooter(s);
- Number of potential victims at the location; and

- Identify any AFN needs and locations.

Communicating Effectively during an Active Shooter Situation

When communicating with individuals with a disability or AFN during active shooter situations, it is important to always ask the person how you can best assist. Asking the individual before assisting maintains their safety, independence, and health, as they are the expert when it comes to their individual needs. Active shooter situations are rapid, complex events and becoming familiar with tips for effective communication can help ensure a safer and more effective response.

The following section outlines tips for communicating effectively with individuals with a disability or AFN. The tips are adapted and modified from the Texas Center for Disability Studies.

Blind/Low Vision

- Announce your presence, speak out, state the nature of the emergency, and then enter the area.
- Avoid shouting and speak directly to the individual.
- Offer assistance but allow the individual to explain what help is needed and avoid grabbing or attempting to guide them without first asking permission.
- When assisting, offer the individual your arm. As you walk, advise them of any obstacles (i.e. stairs, doorways, narrow passages, ramps, etc.).
- If leading more than one individual, ask them to help guide the person behind them.
- Once you have reached a safe location, provide a brief orientation of where the individual is located and ask if any further assistance is needed.
- Non-responsiveness;
- Aggression;
- Running away; and
- Covering ears or screeching.

To enhance communication during times of elevated stress:

- Make eye contact;
- Be patient;
- Speak slowly, use plain and concrete language;
- Give one-step direction – wait two seconds and repeat;
- Be mindful of your body language (non-verbal cues);
- Do not touch; and
- Model the expected response (hands up, fingers apart, etc.).

Deaf or Hard of Hearing

- If possible, flick the lights when entering an area or room to get the individual's attention.
- Establish eye contact with the individual, not with the interpreter or "buddy", if one is present.
- Use facial expressions and hand gestures as visual cues.
- Keep your face visible at all times and keep instructions in the present tense using basic vocabulary.

- Once individual is in a safe location, offer pencil and paper for written communication if no interpreter or “buddy” is present.

Mental/Behavioral Health

- Speak slowly and in a calm tone.
- Keep communication straightforward, clear and brief.
- If the person exhibits confusion, avoid giving multiple commands. Instead, ask or state one command at a time.
- Try to avoid interrupting a person who may be disoriented; just let them know that you have to move quickly.
- Have a forward leaning body position to show interest and concern.

Cognitive Disabilities

Signs to look for that may indicate elevated stress levels:

- Fleeting eye contact;
- Repetitive or self-stimulating behaviors (rocking, hand-flapping; repeating words/sounds/phrases, wiggling fingers in front of the eyes, twirling/ spinning, and/or jumping);
- Self-injurious behaviors (slapping, head banging, biting, hair pulling);
- Fear/panic;

Service Animals

- Evacuate the owner and the animal together. Avoid separating them whenever possible.
- If an animal is wearing a harness or vest, it is on duty. If you are asked to take the animal while assisting the individual, hold the leash and not the harness (if applicable).
- Service animals are not registered and there is no proof that the animal is a service animal. If the person tells you it is a service animal, treat it as such. However, if the animal is out of control or presents a threat to the individual or others, remove it from the scene.
- The animal may not be specially trained as a service animal. People with psychiatric and emotional disabilities may have a companion animal. Be understanding and treat the animal as a service animal.

Physical Disabilities

- Ask the individual how you can help before beginning any assistance.
- Ask the individual if he/she is able to stand or walk with or without the use of a mobility device.
- If the conversation will take more than a few minutes, sit or kneel to speak to the person at eye level.

Pregnant Women

- If the pregnant woman is otherwise healthy, she can be included in evacuation plans.
- Be as calming as possible as expectant mothers may become anxious during emergencies.
- Provide reassurance of assistance and meeting identified needs.
- Provide fluids once she has arrived to a safe location

Bomb Threat/ Threat of Violence

Receiving Threats

Any staff member receiving a telephone bomb threat shall try to keep the caller on the line so as to gather information about the location and timing of the bomb and the person(s) responsible. He/she should also try to determine the caller's gender and age and should take note of any distinctive features of voice or speech and any background noises such as music, traffic, machinery or other voices.

Staff members who customarily receive telephone calls or handle packages shall receive training related to bomb threats.

Procedures

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the Executive Director or designee. If the threat is in writing, he/she shall place the message in an envelope and take note of where and by whom it was found.
2. Any student or employee seeing a suspicious package shall promptly notify the Executive Director or designee.
3. The Executive Director or designee shall immediately use fire drill signals and institute standard evacuation procedures as specified in the emergency plan.
4. The Executive Director or designee shall turn off any two-way radio equipment which is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. School police officers may assist in this search. No other school staff shall search for or handle any explosive or incendiary device.

Except for school police officers, no staff or students shall reenter the threatened building(s) until the law enforcement and/or fire department staff advises the Executive Director or designee that reentry is safe.

Any student who makes a bomb threat shall be subject to disciplinary procedures.

Bus Conduct

LAS ensures that Bus Conduct expectations are made clear to students and their families in the beginning of each school year. Items below delineate student and parent behavior agreements regarding school bus access privilege.

Parent Agreement

_____ I agree to drop off my child at **7:25AM** at the Fruit Ridge Bus Stop.

_____ I understand that my student must be onboard bus by 7:40AM. The bus will **NOT** wait for late students.

_____ I understand that if my child should miss the bus it is my responsibility to ensure my child gets to school on time.

_____ I understand that there will be **no supervision at the bus stop and I understand that it is my responsibility to pick up my child on time (Pick-up time is at 2:50PM)**

___ I understand that my child is required to follow the bus rules as delineated below:

- **ALWAYS USE THE CROSSWALK WHEN CROSSING THE STREET.**
- **No Bullying on the school bus.**
- **No playing with balls at the bus stop.**
- **Observe the same conduct as in the classroom.**
- **Respect and cooperate with the bus driver.**
- **Stay in your assigned seat at all times.**
- **Keep all parts of your body and other objects to yourself and inside the bus.**
- **Be courteous and use no profane language.**
- **Keep the bus clean, pick up all trash and do not destroy any part of the bus.**
- **No weapons, drugs or alcohol of any kind are permitted on the bus.**
- **No eating or drinking on the bus.**

___ I understand that any violation of this agreement will result in temporary or permanent suspension of my child's ability to ride the school bus. Including but not limited to damaged, destroyed, or defaced and there is evidence of gross carelessness, violation of school rules, or damage is intentional, the student will be held responsible through detention, suspension and/or other prescribed consequences. **The parent will be held responsible for monetary damages due to property or fees incurred by their child's actions.** Parents will be contacted immediately regarding the extent of the damage. Where damage occurs and evidence shows that it was done accidentally and unintentionally, no attempt shall be made to collect for the damage. Whenever possible, students will be expected to repair or otherwise correct any damage that is not considered permanent such as carving on the seats, etc.

Board Policy

In order to help ensure the safety and well-being of students, bus drivers, and others, the Governing Board expects students to exhibit appropriate and orderly conduct at all times when using school transportation, including while preparing to ride, riding or leaving the bus.

The Executive Director or designee shall establish regulations related to student conduct on buses, bus driver authority, and the suspension of riding privileges. The Board shall make these rules available to parents/ guardians, students and other interested parties. (5 CCR 14103)

Students found to be in violation of the school's bus conduct rules shall be subject to discipline in accordance with Board policy and school procedures.

The Executive Director or designee may deny a student the privilege of using school transportation upon the student's continued disorderly conduct or his/her persistent refusal to submit to the authority of the driver. (5 CCR 14103)

Earthquake Procedures

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure in which students and staff members:
 - a. Take cover under a table or desk
 - b. Drop to their knees
 - c. Protect their head with their arms
 - d. Face away from the windows
3. Protective measures to be taken before, during and after an earthquake
4. A training program to ensure that all students and all certificated and classified staff are aware of, and properly skilled in, the earthquake emergency procedure system

School disaster plans shall outline roles, responsibilities and procedures for students and staff.

The Executive Director or designee may work with the California Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Drop procedures may be expanded to ensure that students get under stationary desks or tables where available, or otherwise get next to an inside wall or under an inside doorway. Students should stay in the drop position until the emergency is over or until further instructions are given.

Earthquake Education

Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools. (Education Code 35297)

Students also shall be taught to take the following safety precautions during an earthquake if adults are not present to give specific directions:

1. If you are in the open, stay there.
2. Move away from buildings, trees, and exposed wires.
3. After the earthquake, if you are on your way to school, continue to school.
4. After the earthquake, if you are on your way home, continue home.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Teachers shall have students perform the duck and cover procedure. Students should stay in the duck and cover position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished if possible before taking cover.
3. As soon as possible, teachers shall move the students away from windows and out from under heavy suspended light fixtures.
4. After the earthquake, the Executive Director or designee shall determine whether planned evacuation routes and assembly areas are safe and shall communicate with teachers and other staff.
5. When directed by the Executive Director or designee to evacuate, or if classrooms or other facilities present dangerous hazards

that require immediate evacuation, staff shall account for all students under their supervision and have the students evacuate the building in an orderly manner

6. Teachers shall have students leave the building in an orderly manner when the earthquake is over.

Earthquake While on School Grounds

When an earthquake occurs, the following actions shall be taken by teachers or other persons in authority and students who are on school grounds:

1. The teacher shall direct students to walk away from buildings, trees, poles, or exposed wires.
2. The teacher shall have students perform the duck and cover procedure, covering as much skin surface as possible, closing eyes, and covering ears.
3. Teachers and students shall stay in the open until the earthquake is over, or until further directions are given.

Earthquake While on the Bus

When students are on the school bus and an earthquake occurs, the following actions shall be taken:

1. The bus driver shall pull to the side of the road away from any buildings, poles, wires, overhead structures or bridges, if possible, and have students perform the duck and cover procedure.
2. The driver shall set the brakes, turn off the ignition, and wait until the earthquake is over before proceeding on the route.
3. As soon as possible, the driver shall contact the director of transportation for instructions.

Subsequent Emergency Procedures

1. In outside assembly areas, teachers shall provide assistance to any injured students, take roll, and report missing students to the Executive Director or designee.
2. The Executive Director shall request assistance as needed from the county or city civil defense office or fire and police departments. He/she shall consider the possibility of aftershocks and shall determine the advisability of closing the school, with the advice of the county or city officials, as appropriate. He/she shall also contact the Executive Director or designee for further instructions.
3. The Executive Director or designee shall post staff at a safe distance from all building entrances to see that no one re-enter until the buildings are declared safe.
4. Following the earthquake, the Executive Director and plant manager/custodian shall inspect all buildings for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings. The Executive Director or designee shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.
5. Teachers or students shall not light any stoves or burners after the earthquake until the area is declared safe.
6. If the Executive Director believes the school is damaged sufficiently to be a hazard, he/she shall notify the Executive Director or designee and ask that the county or city building inspector check for structural failure and equipment adequacy. Until this is done, the building shall not be occupied.
7. The Executive Director or designee shall contact the Executive Director or designee and request further instructions after assessing the earthquake damage.

Explosion or Risk of Explosion

This involves an explosion on school property, the risk of an explosion on school property, an explosion or risk of explosion near the school, or a nuclear explosion involving radioactive materials. The Executive Director or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

Fire Drills and Fires

The Executive Director shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)

The Executive Director shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001)

1. The Executive Director or designee shall notify staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)
3. Designated staff shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
 - a. Once students arrive at the designated fire drill area teachers and other staff should ensure that all students find their teachers.
 - b. Teachers must then take roll and names of all students not accounted must be given to the designated staff who will initiate a process to find the missing student(s).
 - c. Teachers will show the green cards when all students are accounted for and the red card if any student is missing.
5. All students will remain with their teachers at the designated evacuation site until the designated staff gives the "all clear call."
6. The front office shall keep a record of each fire drill conducted.

Fires

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The Executive Director or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The Executive Director or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the Executive Director, designee and/or each department head shall account for their students, staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Blood Borne Pathogens

LAS will comply with all applicable laws and regulation regarding blood-borne pathogens. The objective of the policy will be to provide training for LAS staff and students and to protect LAS employees from the health hazards associated with blood-borne pathogens, and to provide the appropriate treatment and counseling should an employee be exposed to blood borne pathogens.

The blood-borne pathogens policy has been developed by LAS to promote safe work practice for employees in an effort to reduce occupational exposure to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV) and other blood borne pathogens as outlined in the California Code of Regulation (CCR) Title 8, Section 5193.

The following are several good, general principles that would be followed by all employees when working with or if exposed to, blood-borne pathogens:

1. Being prudent and wise in their work to minimize exposure to blood borne pathogens.
2. Never underestimate the risk of exposure to blood borne pathogens.

To ensure that this policy is kept current, it will be reviewed and updated as follows:

1. Annual review
2. When new or modified work tasks or procedures are implemented which may affect occupational exposure to employees.
3. When an employee is exposed to a blood-borne pathogen.

In an effort to effectively eliminate or minimize exposure to blood-borne pathogen, LAS will observe the practice of “Universal Precaution” to prevent contact with blood and other potentially infectious materials, and staff and students will be trained in techniques to prevent such contacts. As a result, employees shall treat all human blood and bodily fluids as if they are potentially infectious for HBV, HIV, and other blood-borne pathogens.

The LAS governing board shall enact further policies that will guide employees in the execution of their duties as well as any other prudent policies that will provide for a safe and secure school.

Biological or Chemical Release

This is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

Emergency Response Guidelines

STEP ONE: IDENTIFY THE TYPE OF EMERGENCY

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed in the following section.

STEP TWO: IDENTIFY THE LEVEL OF EMERGENCY

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

- Level 1 Emergency: A *minor* emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.
- Level 2 Emergency: A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., “unknown white powder.”
- Level 3 Emergency: A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

STEP THREE: DETERMINE THE IMMEDIATE RESPONSE ACTION

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

- **Duck & Cover:** Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- **Shelter in Place:** Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.
- **Lock Down:** Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.
- **Evacuate Building:** Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.
- **Evacuate Campus:** Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.
- **All Clear:** Notification is given that normal school operations should resume.

STEP FOUR: COMMUNICATE THE APPROPRIATE RESPONSE ACTION

Once the type of *immediate response action* is determined, the incident commander must inform the site’s staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- **Duck & Cover:** Immediately use the site’s school-wide communication system to instruct students and staff to protect themselves by moving into a “duck & cover” position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a “duck & cover” position. Make the announcement even if the immediate crisis has passed.
- **Shelter in Place:** Immediately use the site’s school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site’s school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice
- **Evacuate Building:** Immediately use the site’s fire alarm bell system to notify students and staff that they are to proceed to the site’s outside assembly area.
- **Evacuate Campus:** Immediately use the site’s fire alarm bell system to notify students and staff that they are to proceed to the site’s outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.
- **All Clear:** Use the site’s school-wide communication system to notify staff and students that normal school operations should resume.

Duck and Cover Procedure

In case of an incident that requires a “duck and cover” an announcement will be made over the loudspeaker to all classrooms:
“Teachers, this is a duck and cover.”

In the classroom

1. Children immediately assume the duck and cover position (see 2-5). Use desk or piece of furniture with your back to the window.
2. Drop to knees with your back to the window.
3. Make body as small as possible.
4. Bury face in arms.
5. Keep eyes closed and ears covered.
6. Teachers, please move students to a safer area in the room as needed. Please ensure your own safety by assuming the duck and cover position.
7. Teachers and students are to wait quietly until they hear the fire alarm ring. Teachers are then to follow fire alarm procedures.

Outside in the Playground

1. Children assume the duck and cover position, lay on their tummies on the ground or follow direction to a safe location by the Principal, plant manager or designee.
2. Staff is to assume a low position until further directions or until the fire alarm rings.

Incident Command Team:

1. Office staff is trained to move quickly from location of great hazard to locations of possible greater safety from flying glass or propelled objects. Taking a “duck and cover” position under tables or desks may be all that can be attempted.
2. Lock all doors, close all curtains, secure all entrances if necessary.
3. Call 9-911 to inform local authorities
4. Contact District Police
5. Keep a log and document events.

How to use an epi-pen



The child might say: "My throat is closing" or "I can't breathe".
The child might signal his/her throat with gestures.

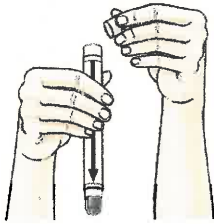
Remember to:

- Stabilize child/calm him or her down
- Child must stay where they are in a comfortable position (sitting or lying)
- Keep other students away
- Call for someone to bring the epi-pen and someone else to call the ambulance (9-1-1) and child's parents
- Stay with the child at all times

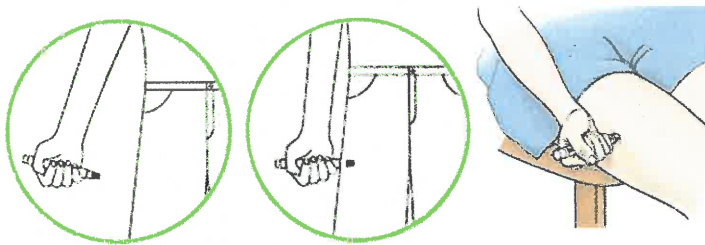
THE EPI-PEN MUST BE ADMINISTERED WITHIN 30 SECONDS.

Instructions: Hold the epi-pen in the middle area.

1. Remove the safety valve, which is located at the top of the epi-pen injection (Be careful with the needle).



2. Firmly inject the epi-pen in the middle/outer area of the child's thigh. (You should hear a "click".)



3. Maintain the needle in the thigh for 10 seconds (count one 1,000, two 1,000, etc.)
4. Remove epi-pen and massage the thigh area where the epi-pen was administered.
5. Fold needle against a hard surface and put the epi-pen back into its container. Cover it with the safety valve.
6. Give epi-pen to the paramedics or take to the emergency room.

SUICIDE RISK ASSESSMENT PROCEDURES

Language Academy of Sacramento

1. **Anyone** (teachers or staff) concerned that a student is exhibiting a potential **suicide** risk must immediately contact the Academic Director or his /her designee. If **suicide** risk is active and immediate, call 911 (9-911 from landline on campus) and then contact the Academic Director or his/her designee. The student is to remain under constant adult supervision while professional staff (trained in assessing suicide risk) is notified.
2. Upon receiving a referral regarding a student exhibiting a potential suicide risk, the Academic Director or his/her designee shall immediately contact the school psychologist or school counselor. If no professional staff trained in assessing suicide risk is available the Academic Director or his /her designee will contact parents and/or proper authorities.
3. The school psychologist or school counselor will interview the student in private to assess for suicide risk.
4. At the conclusion of the interview, the school psychologist or school counselor will notify the Academic Director or his/her designee and necessary staff members. The interviewer will make a determination of notification to parent/guardian to ensure the student is not endangered by parental notification. Notwithstanding this disclosure requirement, no disclosure shall be made to the student's parent/guardian when there is reasonable cause to believe that the disclosure would result in a clear and present danger to the health, safety, or welfare of the student.
5. If the interviewer has reasonable cause to believe that law enforcement involvement is necessary to avert clear and present danger to the student' s health or safety, the interviewer shall work with the Academic Director or his/her designee to contact law enforcement.
6. If the student is assessed to be in immediate risk of self-harm, the interviewer is to remain with the student, ensuring safety until an appropriate disposition plan can be developed that includes the provision of adequate supervision.
7. If the student is not assessed to be in immediate risk of self-harm, the interviewer may determine the student can return to class and share pertinent information with appropriate staff.

Please keep in mind that all of this information is sensitive and confidential. It is never to be discussed freely among teachers and staff the interviewer will notify the people necessary and the individual that made the report must consult with the interviewer if they find it necessary to disclose the information to others

(e.g. other school personnel, parent/guardians etc.) Prior to doing so.

Potential Warning Signs:

- Talk/write/draw about suicide/hurting self/making a plan
- Previous suicide attempt
- Preoccupation with death
- Giving away prized possessions
- Increased alcohol/drug use
- Hinting at not being around , saying good-bye
- Decline in school attendance/performance
- Sudden changes in personality or behaviors
- Changes in physical habits and appearance
- Signs of depression/withdrawal (including social isolation)

DO'S AND DON'TS RELATED TO SUICIDAL THREATS

- Get help by contacting the Academic Director or his/her designee. Never attempt to handle a situation in which a student is expressing suicidal ideation alone.

- Stay with the student. Take the student to an appropriate staff member and support the transfer of trust to the receiving staff member.
- Be yourself. Let the student know you care, that he/she is not alone. The right words are often unimportant. If you are concerned, your voice and manner will show it.
- Be sympathetic, non-judgmental, patient, calm, accepting.
- Offer hope. Reassure the student that help is available. Let the student know that his or her life is important to you.
- If the student says things like, "I'm so depressed, I can't go on," or shows signs of self-harm, ask the question: "Are you having thoughts of suicide?" **You are not putting ideas in their head, you are showing that you are concerned, that you take them seriously, and that it's OK for them to share their pain with you.** If the student says yes or no but you still have concerns about their safety, let them know you are concerned about their safety and that you want the student to talk to someone that can help.

Don't:

- Don't leave the student by him/herself. Stay with the student until another adult can take over.
- Don't underestimate or brush aside a student's threat ("You won't really do it, you're not that type."). The student may already feel rejected and unnoticed and you should not add to that burden.
- Don't argue with the suicidal student. Avoid saying things like: "You have so much to live for," "Your suicide will hurt your family," or "Look on the bright side."
- Don't act shocked, lecture on the value of life, or say that suicide is wrong.
- Don't promise confidentiality. Refuse to be sworn to secrecy. A life is at stake and you may need to speak to a mental health professional in order to keep the suicidal student safe. If you promise to keep your discussions secret, you may have to break your word.
- Don't offer ways to fix their problems, or give advice, or make them feel like they have to justify their suicidal feelings. It is not about how bad the problem is, but how badly it's hurting the student.
- Don't blame yourself. You can't "fix" someone's hurt.
- Don't let the student 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 student may appear happy and relaxed. You should, therefore, stay involved until you get help.

CONCUSSIONS

Pursuant to the education code section 49475, before a student may try-out, practice or complete in any school sponsored extracurricular athletic program including interscholastic, intramural, and other sport or recreation programs, but excluding physical education courses for credit. The student and parent/legal guardian must review and execute the Concussion and Head Injury Information Sheet. Once signed, the sheet is good for one academic year (fall through spring) and is applicable to all athletic programs in which the student may participate.

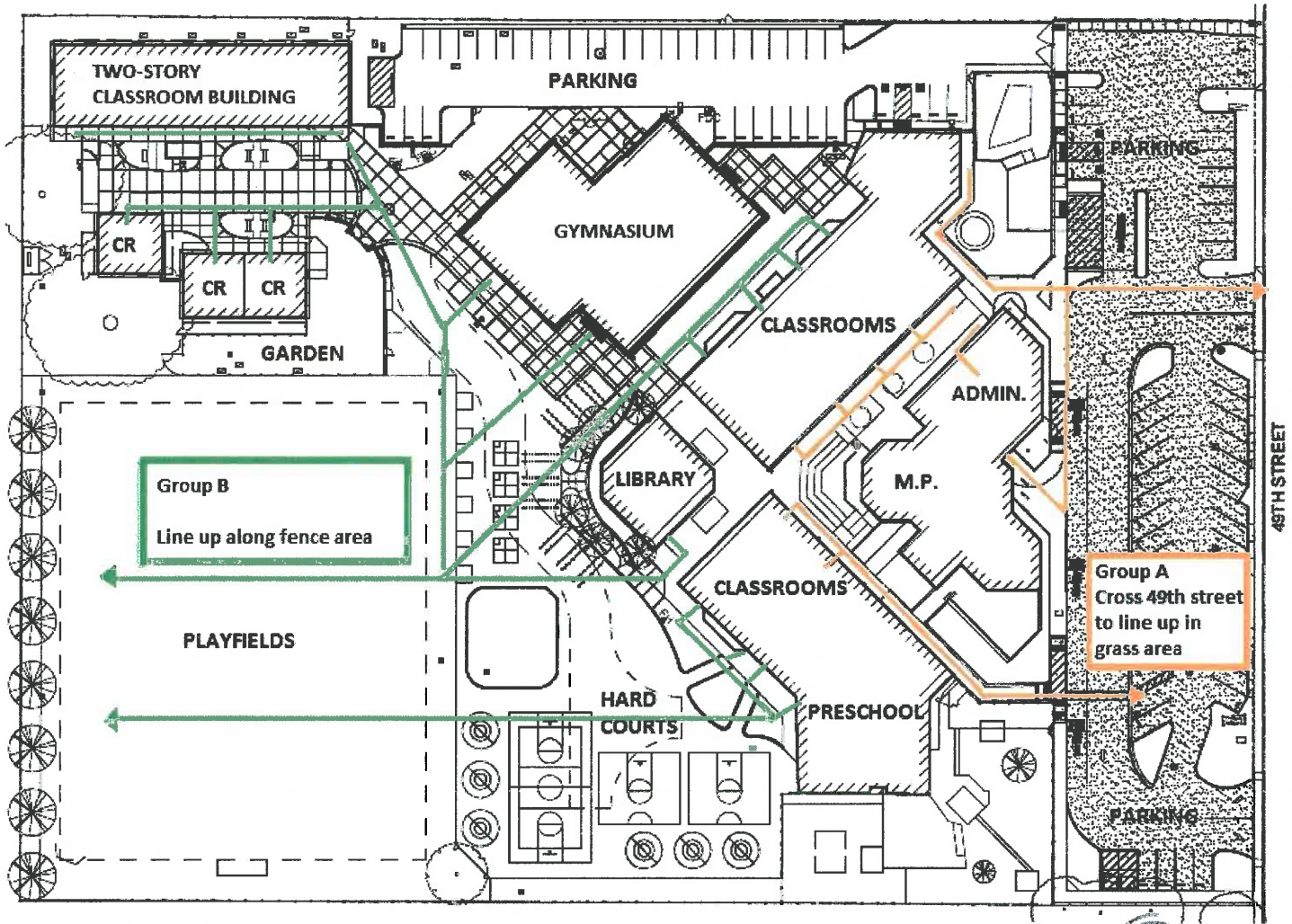
If a student is suspected of sustaining a concussion or head injury during an athletic activity the student shall be immediately removed from the activity. The student will not be allowed for any reason to participate in activities until he/she has been evaluated by a licensed healthcare provider (MD or DO for CIF-governed interscholastic sports; MD, DO, nurse practitioner, or physician's assistant for all other sports/athletic activities), who must affirmatively state (1)that he/she has been trained in concussion management and is acting within the scope of his/her licensed medical practice, and (2) that the student has been personally evaluated by the health care provider and has received a full medical clearance to resume participation in the activity. By law, there can be no exceptions to this medical clearance requirement.

Depending on the circumstances of the particular practice or game, the supervising referee/umpire, coach/assistant coach, athletic

trainer, or attending healthcare provider may determine that a student should be removed from the activity based on a suspected or a potential concussion or head injury. The following guidelines will be used: (1) in case of an actual or perceived loss of consciousness, the student must be immediately removed from the activity; (2) in all other cases, standardized concussion assessment tools will be used as a basis to determine whether the student should be removed from the activity. For the safety and protection of the student, once a supervising individual makes a determination that the student must be withdrawn from the activity due to the potential existence of a concussion or head injury, no other coach, player, or any other involved individual may overrule this determination.

Once a student is removed from an activity, a parent/guardian should promptly seek medical evaluation by licensed healthcare provider, even if the student does not immediately describe or show physical symptoms of a concussion (headache, pressure in the head, neck pain, nausea or vomiting, dizziness, blurred vision, balance problems, sensitivity to light or sound, feeling "slow," "fuzzy," or "not right," difficulty with concentration or memory, confusion, drowsiness, irritability or emotionality, anxiety or nervousness, or difficulty falling asleep). If a student reports or shows any of the symptoms, immediate medical healthcare should be obtained. If a parent or legal guardian is not immediately available to make healthcare decisions, the school reserves the right to have the student taken to an emergency or urgent evaluation or medical care in keeping with the authorization contained with this agreement for Team Participation.

Emergency Evacuation Map



**Crossing 49th Street only when necessary.*

Record of Emergency and Safety Drills

Date	Type of Drill (Fire, Earthquake, Active Shooter)
08/28/2018	Fire
09/17/2018	Fire
10/18/2018	Fire
10/18/2018	Active Shooter
10/22/2018	Earthquake
11/05/2018	Fire
12/03/2018	Fire
01/09/2019	Active Shooter
01/09/2019	Earthquake
02/08/2019	Fire
03/04/2019	Fire
04/02/2019	Fire
04/17/2019	Active Shooter
04/17/2019	Earthquake
05/06/2019	Fire
05/06/2019	Active Shooter
05/06/2019	Earthquake

LAS CHARTER RESPONSE (v022219)

APPENDIX 6

Racial and Ethnic Balance

3. Elements for Renewal Response v022219
 g. Racial and Ethnic Balance

Element 7: Racial and Ethnic Balance

Recommendation: Revise the Renewal Petition to (1) include detailed outreach efforts (i.e., date, times, locations, activities, etc.) that are targeted toward recruiting underserved racial and ethnic groups, in order to serve a student population that is more reflective of the territorial jurisdiction of the District. (2) Produce outreach and recruitment materials in languages other than English and Spanish in order to appeal to a more diverse student population that is reflective of the territorial jurisdiction of the District.

1. Outreach Annual Timeline:

Approximate Date(s)	Action
August – December	<p>Contact the following organizations or school programs to distribute enrollment information, as well as provide an enrollment presentation when allowed:</p> <ul style="list-style-type: none"> • Fruit Ridge Elementary Preschool • Fruit Ridge Head Start • Fruit Ridge Collaborative – organizations include Black Parallel School Board, River Oak Center for Children, and the Hmong Women’s Heritage Association. • Oak Park Neighborhood Association • Wellspace Community Health Center • River Oak Center for Children • Asian Resources • Greater Sacramento Urban League • 100 Black Men of Sacramento • Colonial Heights Library • St. Paul’s Baptist Church and Family Life Center • Tahoe Park Neighborhood Association • La Familia Counseling Center, including the Annual Health & Safety Fair • Sacramento Children’s Home
January – March	<p>Contact the following organizations or school programs to distribute enrollment information, as well as provide an enrollment presentation when allowed:</p> <ul style="list-style-type: none"> • Fruit Ridge Elementary Preschool • Fruit Ridge Head Start • Crossroad Gardens SETA Head Start Program

	<ul style="list-style-type: none"> • Oak Park Community Center • Sacramento Food Bank & Family Services
September	<ul style="list-style-type: none"> • City of Sacramento District 8 Community Festival
October	<ul style="list-style-type: none"> • Univision's Educational Fair at California State University, Sacramento (CSUS) • Celebration of Teaching event at CSUS • LAS Family Literacy Night event
November	<ul style="list-style-type: none"> • LAS Día de Muertos Community event
February	<ul style="list-style-type: none"> • LAS Family Math Night
March	<ul style="list-style-type: none"> • LAS Health and Science Fair
April	<ul style="list-style-type: none"> • Celebrate! Oak Park annual event at McClatchy Park • College Making it Happen event at CSUS
May	<ul style="list-style-type: none"> • LAS Annual Carnival
Yearlong	<ul style="list-style-type: none"> • LAS Website • LAS Social Media Page(s)

2. Outreach and Recruitment Materials

Materials will be produced in languages other than English and Spanish, as deemed appropriate given the communities described in the aforementioned outreach table. In addition, if families attending an enrollment information session require a presentation language other than English and Spanish, every effort will be made to try and provide meeting content in the other language.

LAS CHARTER RESPONSE (v022219)

APPENDIX 7

Admissions and Enrollment

3. Elements for Renewal Response v022219
h. Admission Requirements

Element 8: Admissions Requirements

Recommendation: Update the Renewal Petition to indicate that a **(1) public hearing must be held for any change to the Charter School's admission preferences.** Revise the Renewal Petition to make the **(2) tour optional and provide a narrative explaining how LAS's lottery system is legally compliant.** **(3) Remove the Parent Compact from enrollment forms.** **(4) Clarify language from Renewal Petition suggesting Charter School may engage in screening of student applications.**

- 1) LAS is in compliance with AB 1360. In the future, any changes to the enrollment preferences will be presented to SCUSD for a public hearing.
- 2) The tour of the school and participation in the enrollment information session is strongly encouraged. These meetings can take place at the school site, or at any of the other organizations where LAS staff have the opportunity to present information. Additionally, the following is a description of the legally compliant lottery system:

LAS Enrollment Lottery Description

Prior to the Lottery

- Families submit applications via the online platform, SchoolMint.
- Applications are separated into three language groups: Spanish dominant, English dominant, Bilingual (any combination of two or more languages).

During the Lottery

- Each year, the lottery date is announced and any interested members of the public are able to be present.
- A Notary Public is present to oversee the process and ensure appropriate steps are followed.
- Prior to the electronically generated lottery begins, LAS staff provide a presentation
- Within each language group, applicant's names are randomly selected according to the following admission preferences:
 1. Siblings of current LAS students
 2. Children of permanent LAS staff
 3. Residents of 95820 zip code

4. SCUSD residents

5. Out-of-district residents

- The electronically generated list is created and then posted on the day of the lottery.

3) The Parent Compact will not be a part of enrollment forms provided to parents.

4) As stated in the LAS charter petition (p. 128):

LAS shall admit all pupils who reside in the State of California who wish to attend the school subject to the provisions set forth below. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. LAS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

LAS CHARTER RESPONSE (v022219)

APPENDIX 8

Budget Narrative

Language Academy of Sacramento
Narrative of Assumptions Used for 5-Year Budget & 5-Year Cash Flow

The attached budget projection is based on conservative estimates of the actual costs to implement Language Academy of Sacramento's (LAS') program as described in the charter renewal for the period of FY20 – FY24. Assumptions that are being used to create the analysis are based on historical financial data, rates published by the state of California and federal government, and future estimates.

I. Revenues

Enrollment & Attendance Assumptions

Grade Level	2019-20 Year 1	2020-21 Year 2	2021-22 Year 3	2022-23 Year 4	2023-24 Year 5
K-3	282	282	282	282	282
4-6	198	198	198	198	198
7-8	132	132	132	132	132
Total	612	612	612	612	612

The average daily attendance is projected at 95.0%, producing a yearly ADA of 581.4. This attendance rate is aligned to historical percentages seen at LAS. The most recent certified P1 ADA (2018-2019) for LAS was 584.78.

LAS' unduplicated percentage for FY20 – FY24 has been set at 80.4%, which is consistent with historical trends. LAS' FY19 CALPADS 1.17 report detailed an unduplicated percentage of 78.9%.

Local Control Funding Formula

LAS is using the Local Control Funding Formula to drive the general-purpose entitlements. Based on the Governor's June 2018 budget signing, the LCFF implementation, which was originally scheduled to end in FY21, was fully implemented in FY18. As a result, LAS will be funded according to its target funding calculation in FY20.

The table below shows the implementation schedule of the LCFF from FY20 through FY24 and the general-purpose rates that are generated over that period. The first four years are based on FCMAT's LCFF calculator V19.2b. Since there are no LCFF projections for the last year of the five-year budget projection we have assumed COLA to continue at 3.26%.

LCFF Implementation	2019-20 Year 1	2020-21 Year 2	2021-22 Year 3	2022-23 Year 4	2023-24 Year 5
Statutory COLA	2.57%	2.67%	3.42%	3.26%	3.26%
Augmentation	0.00%	0.00%	0.00%	0.00%	0.00%
LCFF Gap Closed Percentage	100.00%	100.00%	100.00%	100.00%	100.00%
LCFF Entitlement per ADA	10,105	10,373	10,728	11,078	11,251
Total LCFF Entitlement	5,874,957	6,031,093	6,237,410	6,440,699	6,541,173

Special Education Revenue

LAS is part of the El Dorado County SELPA. Future projected revenues are below and are based on the latest projections from the El Dorado County SELPA. LAS has also budgeted a percentage of its SpEd revenue as the SELPA's administrative fee following SELPA guidelines.

State & Federal SPED	2019-20 Year 1	2020-21 Year 2	2021-22 Year 3	2022-23 Year 4	2023-24 Year 5
State	514	514	514	514	514
Federal	125	125	125	125	125

Other Federal Revenue

Other federal revenues include Title funding. LAS has projected the receipt of Title I (\$178k), Title II (\$23k), and Title IV (\$10k) funds in FY20 - FY24. To be conservative, LAS is not assuming that these rates will increase over the next five years.

Other State Revenue

State Lottery revenues for FY20 are set at a rate of \$204 per ADA based on School Services of California projections. This rate remains consistent for the subsequent four years of the budget projection with no COLA growth included.

Mandated Cost Reimbursements are projected at \$16 per PY K-8 ADA over the five years with no COLA growth included. The projections also come from the most recent School Services of California projections.

LAS is also projected to receive ASES funds equal to the current year maximum of \$164k in FY20 - FY24.

Other Local Revenue

Miscellaneous recurring revenue receipt of \$46k is projected to continue through FY 24. Donations and Fundraising also occur regularly each year with a conservative \$55k included through FY24.

II. Expenses

Expense assumptions are based on LAS' programmatic structure, historical data and have been increased for inflation. All expenses are projected to increase at 2% each year with the exception of teacher salaries and all other staff covered in the section below. Teacher salary increases are based on a 2.5% growth rate according to the approved LAS model, with other staff increasing at a yearly 3% through FY 24.

Salaries and Benefits

Teacher salary increases are based on a 2.5% growth rate according to the approved LAS model, with other staff increasing at a yearly 3% through FY 24. LAS will offer health benefits for all full-time staff members. LAS currently covers 100% of the health and benefits costs for employees, and partial premium coverage for dependents. These costs are estimated to increase at 5% per year from FY20-FY24. The school participates in CalSTRS and as such has budgeted the following annual contribution percentages for certificated employees.

STRS	2019-20 Year 1	2020-21 Year 2	2021-22 Year 3	2022-23 Year 4	2023-24 Year 5
Employer Contribution	18.13%	19.10%	19.10%	20.25%	20.25%

Books & Supplies

LAS is budgeting \$285K for Books & Supplies in FY20. Books & Supplies largely increase at 2% year over year. A summary of the major expenses is as follows:

- \$88 per student for Approved Textbooks & Core Curricula Materials

- \$90 per student for Books & Other Reference Materials
- \$20 per student for Educational Software
- \$30k total for Computers
- \$32 per student for Instructional Materials & Supplies

Services and Operating Expenses

General Liability Insurance is projected at \$51k in FY20 based on current rates, increasing at 2% annually.

LAS will pay 1% of general-purpose revenues for oversight to its authorizing district, equaling \$59k in FY20.

LAS will use a back-office service provider to support financial and operational needs of the school. Services include accounts payable, accounting, budgeting and finance, payroll, student data management and assessment analysis. The cost for these services is \$95,000 per year in all five years of the budget.

LAS is projected to continue supporting students with transportation totaling \$51k in FY 20, increasing 2% in each subsequent year.

Special Education Contractors are currently projected at 164k in FY20 and expected to grow at the same 2% rate in subsequent years.

Contingencies and Reserves

LAS has taken a conservative approach to the budgeted expenses. If the state revenues increase above current projections, or if prospective grant money materializes, additional spending will be considered in future years. LAS current projected FY20 beginning fund balance is \$9.2M.

Cash Flow

LAS has strong cash reserves and is expected to maintain a healthy cash balance for the entire FY20-24 period.

III. Liability

In 2011, the LAS applied to the Prop 1D Bond Program through the State Allocation Board and California School Finance Authority for both rehabilitation work and new construction at its current site of operations. The application was subsequently approved and between 2012 and 2015, LAS was apportioned and received a total of \$11,533,532 in funding. The structure of the Prop 1D Program is to provide 50% of the final approved project costs in the form of a grant and 50% in the form of a lease or long-term loan. Estimating that its final project is to be certified at \$9,600,000, the Organization recognized \$4,800,000 of the \$11,533,532 as earned revenues. This amount makes up half the cost of the total project that will be covered by the Prop 1D grant as described. The remaining cost is covered by the lease or loan portion of the grant, making up \$4,800,000. This leaves approximately \$1,933,532 of received funding that has not been spent as part of the project. \$966,766 was recognized as deferred unearned revenues, and the remaining \$966,766 is recognized as part of the \$5,766,766 long-term loan liability that makes up the long-term loan portion of the project. Once the project is officially certified, LAS anticipates that the deferred unearned revenues will be due back to the State, along with any excess funds loaned to the school.

