

# San Pasqual Union School District

## *The Little School in the Valley*

15305 Rockwood Road, Escondido, CA 92027-6700  
Phone 760-745-4931 Fax 760-745-2473 E-Mail [spusd@sanpasqualunion.net](mailto:spusd@sanpasqualunion.net)  
Website: [www.sanpasqualunion.com](http://www.sanpasqualunion.com)

### BOARD OF EDUCATION REGULAR MEETING

Tuesday, January 17, 2017

#### CALL TO ORDER

Blaise Jackson, President \_\_\_\_\_ David Hersey, Member \_\_\_\_\_  
Scott Heidemann, Clerk \_\_\_\_\_ Tim Spivey, Member \_\_\_\_\_  
Angie Baker, Vice President \_\_\_\_\_ Shannon Hargrave, Supt /Secretary \_\_\_\_\_  
Cece Bostrom, Recording Secretary \_\_\_\_\_

#### OPEN SESSION (5:30 p.m. in Trussell Hall)

- A. Welcome to guest and pledge of allegiance.
- B. HEARING OF THE PUBLIC: Persons wishing to speak to an item on the agenda or another topic that lies within the Board's jurisdiction.
- C. APPROVAL OF AGENDA AND MINUTES: Current agenda and minutes of the 12/13/16 Organizational and Regular meeting. Any changes for either the full agenda or the consent calendar must be made at this time.

*Action* \_\_\_\_\_

*Motion By* \_\_\_\_\_ *Seconded by* \_\_\_\_\_ *Vote* \_\_\_\_\_

*Baker* \_\_\_\_\_ *Jackson* \_\_\_\_\_ *Heidemann* \_\_\_\_\_ *Hersey* \_\_\_\_\_ *Spivey* \_\_\_\_\_

- D. STUDENT RECOGNITION: Spelling Bee finalist, Anna Spivey and Runner-up Jake Wos
- E. CURRICULUM REPORT: Physical Education
- F. LCAP GOAL 2 UPDATE
- G. SUPERINTENDENT REPORT
- H. FINANCE REPORT

#### ACTION/DISCUSSION

- I. 2017-2018 CALENDAR: Approval of the 2017-2018 District/School calendar.

*Action* \_\_\_\_\_

*Motion By* \_\_\_\_\_ *Seconded by* \_\_\_\_\_ *Vote* \_\_\_\_\_

*Baker* \_\_\_\_\_ *Jackson* \_\_\_\_\_ *Heidemann* \_\_\_\_\_ *Hersey* \_\_\_\_\_ *Spivey* \_\_\_\_\_

- J. SARC: Approval of the School Accountability Report Card (SARC) as presented. This report reflects the 2015-16 school year.

*Action* \_\_\_\_\_

*Motion By* \_\_\_\_\_ *Seconded by* \_\_\_\_\_ *Vote* \_\_\_\_\_

*Baker* \_\_\_\_\_ *Jackson* \_\_\_\_\_ *Heidemann* \_\_\_\_\_ *Hersey* \_\_\_\_\_ *Spivey* \_\_\_\_\_

- K. **COMPREHENSIVE SAFETY PLAN:** First Reading of the Comprehensive School Safety Plan SB187 compliance document.
- L. **POLICY MANUAL CHANGES:** First Reading of recommended changes to the District Policy Manual as recommended by the California School Boards Association. These changes (including technical revisions) and corrections. This document is available by request in the District office during regular business hours.

**CONSENT AGENDA**

- M. **FINANCIAL REPORTS:** Collection advice, revolving cash, purchase orders, donations, credit card expenditures, commercial warrants.
- N. **POLICY MANUAL CHANGES:** Approval of recommended changes to the District Policy Manual as recommended by the California School Boards Association. These changes (including technical revisions) and corrections. were presented for first reading at the December 13, 2016 Board meeting. This document is available by request in the District office during regular business hours

*Action* \_\_\_\_\_  
*Motion By* \_\_\_\_\_ *Seconded by* \_\_\_\_\_ *Vote* \_\_\_\_\_  
*Baker* \_\_\_\_\_ *Jackson* \_\_\_\_\_ *Heidemann* \_\_\_\_\_ *Hersey* \_\_\_\_\_ *Spivey* \_\_\_\_\_

**BOARD COMMENTS AND DATES**

- O. Board Conference:  
SSDA: Monday, March 6 – Wednesday, March 8, 2017 in Sacramento
- P. Comments by Trustees

**CLOSED SESSION (GC 54956.9)**

- A. Conference with Legal Counsel re: Potential Litigation – one case (GC§ 54956.9(d)(2).
- B. Personnel Matters – appointments, transfers, resignations and/or reassignments. (GC§ 54957)
- C. Report of action taken in closed session

**ADJOURNMENT**

Separate attachments available by request at the District office. San Pasqual Union provides appropriate disability accommodations. Any person who requires disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing.

# San Pasqual Union School District

15305 Rockwood Rd, Escondido CA 92027

760-745-4931.1 FAX 760-745-2473

December 14, 2016

## Governing Board Offices and Approval of Board Meeting Dates for 2017

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At the Board of Trustee's Organizational Meeting held on December 13, 2016, the following Governing Board Offices were elected:

President: Blaise Jackson

Vice President: Angie Baker

Clerk – Scott Heidemann

Member – David Hersey

Member – Tim Spivey

The Regular Board Meeting dates for 2017 are listed below. Meetings are held at San Pasqual Union in Trussell Hall at 15305 Rockwood Rd, Escondido.

Date	Time
Tuesday , January 17, 2017	5:30 PM
Tuesday, February 14, 2017	5:30 PM
Tuesday, March 14, 2017	5:30 PM
Tuesday, April 4, 2017	5:30 PM
Tuesday, May 9, 2017	5:30 PM
Tuesday, June 13, 2017	5:30 PM
Tuesday, June 20, 2017	5:30 PM
Tuesday, August 8, 2017	5:30 PM
Tuesday, September 12, 2017	5:30 PM
Tuesday, October 10, 2017	5:30 PM
Tuesday, November 14, 2017	5:30 PM
Tuesday, December 12, 2017 (Organizational)	5:30 PM
Tuesday, December 12, 2017	5:45 PM

### Board of Trustees

Blaise Jackson, Angie Baker, Scott Heidemann, David Hersey, Angie Baker

### Superintendent

Shannon Hargrave

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### **BOARD OF EDUCATION MINUTES**

**Tuesday, December 13, 2016 at San Pasqual Union School**

#### **Regular Session**

- Organizational meeting adjourned at 5:35. Regular meeting called to order at 5:36 p.m. All members present. Superintendent Hargrave and recording secretary, Cece Bostrom also present.
- Public was welcomed and the flag salute was recited.
- Public Hearing:  
Fourth grade teacher, Josh Perez on behalf of SPETA thanked the Board for listening to them and for taking the time to serve. He presented the Board with a thank you card.  
Cherie Graves congratulated the elected Board members.
- Member Hersey moved to approve the agenda and minutes of 11/08/16 and 11/17/16. Member Spivey seconded the motion. Motion passed 5/0.  
*Aye: Jackson, Hersey, Heidemann, Spivey, Baker Absent: 0 No: 0*

#### **Reports**

- Science teachers Jolene Mallory and Ginny Priest updated Board on the science program.
- Superintendent Hargrave updated the Board on the LCAP Goal, *Increase student achievement through the implementation of a board course of study, common core standards by highly qualified teachers*, and what is being done to achieve Goal 1 set by the District and the Board.

#### **Superintendent Report**

- Attended LCAP/LCFF Rubric workshop at the county
- Meeting with individual teachers and creating an essential learning plan.
- Attended Achievement Task Force workshop with Mark Burroughs.
- Choir invited to record at KUSI. The performance will be playing on Christmas day.
- Cece announced her retirement date of June 30, 2017.

#### **Assistant Principal Report**

- Mark Burroughs implemented the recently adopted Family Life curriculum. Parent meeting was well attended.
- Mark Burroughs actively investigating several cases of residency fraud
- Mark Burroughs led specialist team for CPI training
- Mark Burroughs trained staff on Sexual Harassment, Incident Command, and action based responses to active shooter/armed assailant.
- Pancakes with Santa was a great success
- Holiday program will take place on 12/20 at the Center for the Arts
- District/School will be closed for Winter break, 12/23-1/6.

### **Action/Discussion**

- Member Heideman moved to approve the tentative agreement between the District and SPETA as presented giving a 3% salary schedule increase, retroactive to July 1, 2016 and a \$500 off schedule bonus (prorated for part-time staff). Member Hersey seconded the motion. Motion passed 5/0.

*Aye: Jackson, Hersey, Heidemann, Spivey, Baker    Absent: 0    No: 0*

*Member Heidemann excused himself at 6:25*

- Member Hersey moved to approve the First Interim as presented. Member Baker seconded the motion. Motion passed 4/0.

*Aye: Jackson, Hersey, Spivey, Baker    Absent: Heidemann    No: 0*

### **Consent Agenda**

- Member Baker moved to approve the consent agenda. Member Hersey seconded the motion. Motion passed 4/0.

*Aye: Jackson, Hersey, , Spivey, Baker    Absent: Heidemann    No: 0*

### **Comments by Trustees:**

- Member Spivey: Thanked Cece for her service. He thanked Mr. Perez for his comments and hopes negotiations are amiable and continue to go smooth. Polar Express was amazing and full of Christmas spirit.
- Member Heidemann: Left early
- Member Baker: Expressed her gratitude to Cece for everything she has done. Loved the Science presentation. She thanked the teachers for everything they do. The Polar Express event was magnificent.
- Member Hersey: Sorry to see Cece leave and wish her well on her retirement. He echoed Tim's comment and commented that the Board has no control over the revenue. He is a fan of all the teachers and has listen to all the advices and will start visiting classrooms. By being conservative with the budget the teachers can focus on teaching and not worry about the budget cuts. Complimented the Science teachers on their presentation.
- Member Jackson: Agreed with everything that was said about the negotiations. He hopes everyone recognizes that the Board understands and hopes everyone will stay positive and know that this is a volunteer position. Having family in education he understands the pressure and hopes the good spirit continues here. Had many kind words to say thanking Cece for her service.

**Regular Meeting adjourned at 6:45 p.m.**

## DRAFT ~2017-2018 San Pasqual Union School District Calendar

Week	Month	M	T	W	T	F	STUDENT DAYS	TEACHER DAYS	LEGAL HOLIDAY	LOCAL HOLIDAY	NOTES
	JULY						0	0			
		3	4	5	6	7	0	0	1		7/04 Independence Day Observed
		10	11	12	13	14	0	0			
		17	18	19	20	21	0	0			
		24	25	26	27	28	0	0			
	AUG	31	1	2	3	4	0	0			
		7	8	9	10	11	0	1			08/17/17 New Teachers Report
		14	15	16	17	18	0	1			08/18/17 Teachers Report
1		21	22	23	24	25	3	6			08/21-22 PD Days 08/23/17 First Day of School
2	SEPT	28	29	30	31	1	8	11			
3		4	5	6	7	8	12	15	1		9/04 Labor Day
4		11	12	13	14	15	17	20			
5		18	19	20	21	22	22	25			
6	OCT	25	26	27	28	29	27	30			
7		2	3	4	5	6	32	35			10/6 Progress Report
8		9	10	11	12	13	37	40			
9		16	17	18	19	20	42	45			Parent/Teacher Conference Week min days
10		23	24	25	26	27	47	50			
11	NOV	30	31	1	2	3	52	55			
12		6	7	8	9	10	55	58	1		No School 11/9 , 11/10 Veteran's Day
13		13	14	15	16	17	60	63			11/17/17 End of Trimester 1 Minimum Day
		20	21	22	23	24	60	63	1	1	11/20 -11/24 Thanksgiving Break
14	DEC	27	28	29	30	1	65	68			
15		4	5	6	7	8	70	73			
16		11	12	13	14	15	75	78			
		18	19	20	21	22	75	78		1	12/18 - 1/1 Winter Break
		25	26	27	28	29	75	78	1	1	
17	JAN	1	2	3	4	5	75	78	1		
18		8	9	10	11	12	80	83			
19		15	16	17	18	19	84	87	1		1/15 Martin Luther King Jr. Day 1/19/18 Progress Rpt
20		22	23	24	25	26	89	92			
21	FEB	29	31	31	1	2	94	97			
22		5	6	7	8	9	99	102			
23		12	13	14	15	16	103	106	1		2/16 Lincoln's Birthday, 2/19 President's Day
24		19	20	21	22	23	106	110	1		2/20/18 PD Day - Non-student day
25	MAR	26	27	28	1	2	111	115			03/02/18 End of Trimester 2 Minimum Day
26		5	6	7	8	9	116	120			
27		12	13	14	15	16	121	125			
28		19	20	21	22	23	126	130			
		26	27	28	29	30	126	130			3/26-4/2 Spring Break
29	APR	2	3	4	5	6	130	134		1	
30		9	10	11	12	13	135	139			
31		16	17	18	19	20	140	144			04/20/18 Progress Report
32		23	24	25	26	27	145	149			
33	MAY	30	1	2	3	4	150	154			
34		7	8	9	10	11	155	159			
35		14	15	16	17	18	160	164			
36		21	22	23	24	25	165	169			
37	JUNE	28	29	30	31	1	169	173	1		5/28 Memorial Day
38		4	5	6	7	8	174	178			
39		11	12	13	14	15	180	185			06/12/18 Last Day of School - Promotion Day
		18	19	20	21	22					06/13/18 Last Teacher Day
Board approved _____											School dismissed at 1:30 on "shaded" days School closed on "bold outlined" days

# San Pasqual Union Elementary School School Accountability Report Card Reported Using Data from the 2015-16 School Year Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### Contact Information (School Year 2016-17)

School Contact Information	
School Name	San Pasqual Union Elementary School
Street	15305 Rockwood Road
City, State, Zip	Escondido, CA 92027
Phone Number	(760) 745-4931
Principal	Shannon Hargrave
E-mail Address	spusd@sanpasqualunion.net
Web Site	www.sanpasqualunion.net
CDS Code	37-68353-6040331

<b>District Contact Information</b>	
<b>District Name</b>	San Pasqual Union Elementary School District
<b>Phone Number</b>	(760) 745-4931
<b>Superintendent</b>	Shannon Hargrave
<b>E-mail Address</b>	shannon.hargrave@sanpasqualunion.net
<b>Web Site</b>	www.sanpasqualunion.net

### **School Description and Mission Statement (School Year 2016-17)**

Shouts of "Saints Soar!" exemplify the dynamic collaboration of strong leadership, community partnership, student achievement, and inspired teaching. San Pasqual Union School reflects all that is best in Escondido's past, present, and promise. Nestled in the San Pasqual Valley, the architecture of the facility harkens to a time when community members were summoned to the barn for celebrations and festivities. SPU provides a setting for interactive educational programs, assemblies and school/community events. Our 'farm-like' setting celebrates our California heritage and inspires the SPU staff to foster a well-rounded, well-planned, healthy and positive learning environment. The school was designed to meet the needs of a growing and thriving community. In 2000, the district built a \$15 million, 27-acre facility. Our campus is rich with a library that has a fireplace, a reading silo, and over 20,000 books! At the heart of our campus is our Saint's Plaza and Red Barn that host celebrations, athletic events, drama productions, and music programs. San Pasqual's modern facilities include 29 classrooms, including two science labs, an art room, multi-purpose barn/gym, professional development room, teacher workroom/lounge, and conference rooms. Our grounds are spacious with 18-acres of athletic fields, playgrounds, and two gardens.

San Pasqual Union School strives to build long-term relationships between our school and families. Together, we are committed to providing a nurturing, inspiring, and rigorous educational program for all students. We embrace Common Core State Standards and teachers work collaboratively to develop pacing guides and curriculum to engage students in critical thinking. We are proud of our traditions and our academic achievements. 2015-2016 SBAC/CAASPP State Assessment scores reported 69% of students in ELA and 55% in Math performed AT or ABOVE Proficient. When compared with other schools, our scores reflect academic excellence well above the county and state averages.

SPU's commitment to dedicated physical education impacts our fitness and cognitive assessments, as well as physical and mental health. We have two credentialed physical education teachers, one who teaches elementary (K-5) and one for middle school (6-8). Our standards-based program promotes lifelong, safe physical activity designed to develop basic movement, physical fitness, rhythms and dance, sports, as well as social and emotional skills. All students K-8 are active with moderate-to-vigorous physical activities provided through PE, recess, and before and after school interscholastic athletic programs.

We understand the need for technology to play a greater role in our future. Our focus is to empower students with technology and put them in touch with 21st century skills. Students and teachers have equal access to technology tools and are supported with continuous staff development, coaching and technical assistance.

The District employs 66 faculty members and has a student enrollment of approximately 550. Student demographics are 63.6% White, 25.1% Hispanic or Latino, and 11.3% Other. Students and staff are encouraged to S.O.A.R. ~ Self-Control, On-task, Acceptance, Respect. Consistent with having our saints SOAR, we believe in building people of character. Six core ethical values form the foundation of our efforts to teach children how to be people of character today and throughout their life. Students are taught these values daily ~ trustworthiness, respect, responsibility, fairness, caring, and citizenship. Students who exemplify these traits are honored throughout the year. Our Mission "is to ensure all children receive an education that builds character, confidence, knowledge, and skills to prepare them to be competent life-long learners who can achieve individual excellence." It is through the cooperative efforts of students, parents, teachers, and staff that San Pasqual Union School continues to SOAR to success and make academic improvements. To learn more about our school, please visit our website at [www.sanpasqualunion.net](http://www.sanpasqualunion.net), call our office at 760-745-4931, or go to <http://www.ed-data.org/school/San-Diego/San-Pasqual-Union-Elementary/San-Pasqual-Union-Elementary>



### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	59
Grade 1	49
Grade 2	55
Grade 3	53
Grade 4	66
Grade 5	65
Grade 6	69
Grade 7	58
Grade 8	84
<b>Total Enrollment</b>	<b>558</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.2
Asian	2.2
Filipino	1.3
Hispanic or Latino	25.1
Native Hawaiian or Pacific Islander	0
White	63.6
Two or More Races	5.6
Socioeconomically Disadvantaged	17.4
English Learners	12.2
Students with Disabilities	7.5
Foster Youth	1.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	31	31	31	31
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

#### Special Education Program

We provide a continuum of special education services for students who have physical, communicative, or learning challenges and disabilities. In collaboration with parents and guardians, we determine the programs and services best suited for each student and outline them in an Individual Education Program (IEP). This process includes identifying the students' current level of performance and setting goals to address student needs. Annual assessments measure academic progress each student has made toward their individual goals. Our Student Study Team meets to discuss other student needs.

#### English Learner Program

Through our English Language Development strategies, English learners receive instruction that focuses on English acquisition. We provide instruction and programs to support students towards proficiency and support them in all academic areas. All students have access to district core curriculum. Our part-time ELD teacher guides the instruction to our English Learners through an updated curriculum program as well as through the para-professionals. Individual and small group instruction is provided to support students on a regular basis.

#### Reading and Writing

Grade K-5 teachers use Houghton Mifflin for English/Language Arts instruction to supplement Common Core materials. Grade 6-8 teachers use McDougal-Litell series in addition to supplemental Common Core curriculum. All teachers supplement these series with identified grade level novels that include enriching writing, vocabulary and oral language development. All K-8 teachers receive professional development and support through California State University San Marcos Writing Project for "6 Traits Writing". Grades 1-8 provide additional reading instruction in enrichment/intervention groups that target fluency and comprehension. During the 2016-2017 school year, K- 8 piloted several ELA materials.

#### Mathematics

Grade K-5 teachers use the Engage New York program and supplement other materials as needed. Grades 1-8 provide additional math instruction in enrichment/intervention groups that provide opportunities for re-teaching and re-assessing. Grades 6-8 use College Preparatory Mathematics (CPM) Common Core curriculum. Instruction is focused on collaborative strategies and critical thinking.

#### Science

Our science curriculum is aligned with the California Content Standards and supplement Common Core lessons to include instruction in physical science, earth science, and life science. Teachers integrate math, literature, and technology into the science curriculum. Grade K-5 teachers use Pearson Scott Forsman and grade 6-8 teachers use Prentice Hall. K-8 students participate in PBL and STEAM activities. The Science teachers at grades 6-8 plan hands on experiments to enhance the Science experience.

### History/Social Science

Our history/social science curriculum is aligned with the California Content Standards and use supplemental Common Core materials. Grade K-5 teachers use Pearson Scott Forsman and Grades 6-8 use Glencoe. Our curriculum helps students understand the current conditions of their community, state, country, and world. Students realize the reasons for optimism and the reasons for concern. They learn the ideas central to liberty, responsible citizenship, and representative government, and they study how these ideas have evolved into institutions and practices that influence voters and leaders. Our character development program enriches students experiences for increasing awareness that builds ethical citizens.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading:A Legacy of Literature (2003) K-5th grade McDougal-Littel (2002) 6th-8th grade	Yes	0%
Mathematics	Engage New York for Grades K-5. Grades 6-8 use College Preparatory Mathematics (CPM) Common Core curriculum. (2014-2015)	Yes	0%
Science	Pearson Scott Forsman (2008) K-5th grade Pearson Prentice Hall (2008) 6th-8th grade	Yes	0%
History-Social Science	Pearson Scott Forsman (2006) K-5th grade Glencoe (2006) 6th-8th grade	Yes	0%
Visual and Performing Arts	Scott Pearson Silver Burdett K-8th grade	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

The San Pasqual Union School is 16 years old, the District and the Governing Board has made it a priority to fund deferred maintenance due to the age of the campus. We make an effort to prioritize corrective and preventative maintenance for long-term savings. District allocates funds for routine restricted maintenance, plus additional funds for deferred maintenance. Our custodial staff inspect the campus throughout the day to ensure the safety of students, staff, and visitors. The District maintains playground equipment, structures, blacktop, playgrounds, and grass fields as designated. Custodial staff maintains property in compliance with fire and safety requirements. Our maintenance crew work to ensure timely handling of needed facility repairs and immediate response to safety and health needs that arise. The campus includes ten buildings, of which five are portables. The District facilities team spent \$14,624 on general repairs to our buildings in the 2015-2016 school year. Repairs are usually modest in scale and do not include modernization projects, renovations, or other construction normally paid for by bond measures. To date (January 2017), 2016-2017 school year, we have spent \$14,548 on general repairs to include HVACs, roofs, and plumbing. Prop 39 energy upgrades occur as needed.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: March 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			All systems are inspected weekly and repairs made as needed on a daily basis.
<b>Interior:</b> Interior Surfaces	X			Internal surfaces are inspected, replaced or repaired on a regular basis.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Retain outside vendor for Pest/Varmin infestation and request preventative treatment and service as needed on a regular basis.
<b>Electrical:</b> Electrical	X			Electrical systems are inspected and repaired on a regular basis.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: March 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Restrooms, sinks/fountains are inspected weekly and repaired or replaced as needed.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Fire safety and inspection, and removal of hazardous materials is done on a regular basis or as needed. Annual fire marshall inspection.
<b>Structural:</b> Structural Damage, Roofs	X			Structural inspection is done on a regular basis and repairs are made promptly as needed.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Painting and repair of exterior buildings as well as all playground equipment, windows, doors, gates, and fences is done on a yearly basis or as needed.

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: March 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	63	69	63	69	44	48
<b>Mathematics</b>	56	56	56	56	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	55	54	98.2	61.1
	<b>4</b>	68	66	97.1	72.7
	<b>5</b>	64	62	96.9	72.6
	<b>6</b>	69	69	100.0	62.3
	<b>7</b>	60	59	98.3	69.5
	<b>8</b>	85	84	98.8	71.4
<b>Male</b>	<b>3</b>	23	23	100.0	65.2
	<b>4</b>	34	34	100.0	67.7
	<b>5</b>	33	31	93.9	61.3
	<b>6</b>	36	36	100.0	61.1
	<b>7</b>	27	27	100.0	59.3
	<b>8</b>	41	41	100.0	70.7
<b>Female</b>	<b>3</b>	32	31	96.9	58.1
	<b>4</b>	34	32	94.1	78.1
	<b>5</b>	31	31	100.0	83.9
	<b>6</b>	33	33	100.0	63.6
	<b>7</b>	33	32	97.0	78.1
	<b>8</b>	44	43	97.7	72.1
<b>Hispanic or Latino</b>	<b>3</b>	15	15	100.0	46.7
	<b>4</b>	14	14	100.0	64.3
	<b>5</b>	15	15	100.0	40.0
	<b>6</b>	24	24	100.0	37.5
	<b>7</b>	13	13	100.0	46.1
	<b>8</b>	21	21	100.0	33.3
<b>White</b>	<b>3</b>	35	34	97.1	64.7
	<b>4</b>	44	42	95.5	71.4
	<b>5</b>	41	41	100.0	85.4
	<b>6</b>	41	41	100.0	75.6
	<b>7</b>	39	38	97.4	76.3
	<b>8</b>	56	56	100.0	82.1
<b>Socioeconomically Disadvantaged</b>	<b>4</b>	11	11	100.0	63.6
	<b>6</b>	16	16	100.0	25.0
	<b>8</b>	19	19	100.0	47.4

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	55	54	98.2	57.4
	4	68	66	97.1	53.0
	5	64	62	96.9	51.6
	6	69	69	100.0	44.9
	7	60	59	98.3	62.7
	8	60	59	98.3	62.7
<b>Male</b>	3	23	23	100.0	69.6
	4	34	34	100.0	61.8
	5	33	31	93.9	51.6
	6	36	36	100.0	47.2
	7	27	27	100.0	55.6
	8	27	27	100.0	55.6
<b>Female</b>	3	32	31	96.9	48.4
	4	34	32	94.1	43.8
	5	31	31	100.0	51.6
	6	33	33	100.0	42.4
	7	33	32	97.0	68.8
	8	33	32	97.0	68.8
<b>Hispanic or Latino</b>	3	15	15	100.0	33.3
	4	14	14	100.0	35.7
	5	15	15	100.0	33.3
	6	24	24	100.0	29.2
	7	13	13	100.0	53.9
	8	13	13	100.0	53.9
<b>White</b>	3	35	34	97.1	61.8
	4	44	42	95.5	54.8
	5	41	41	100.0	63.4
	6	41	41	100.0	56.1
	7	39	38	97.4	65.8
	8	39	38	97.4	65.8
<b>Socioeconomically Disadvantaged</b>	4	11	11	100.0	27.3
	6	16	16	100.0	12.5

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	84	75	73	84	75	73	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	149	147	98.7	72.8
Male	74	73	98.7	74.0
Female	75	74	98.7	71.6
Hispanic or Latino	36	36	100.0	44.4
White	97	97	100.0	83.5
Socioeconomically Disadvantaged	28	28	100.0	46.4
Students with Disabilities	15	15	100.0	26.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.9	36.5	33.3
7	12.1	22.4	50

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

San Pasqual Union School (SPU) enjoys the active support of its parents and community members. The Parent Teacher Organization (PTO), DELAC, San Pasqual Foundation, Red Barn Art, Students Are Growing Everyday (SAGE) Garden, SPU Athletics, and the School Site Council are vital community partners for our school. Over 150 parents and community members participate on campus and in classroom activities. Volunteers tutor our students in the Everyone a Reader Program. In addition, they assist us in raising funds for our school garden, visual and performing arts programs, physical education program, and provide field trip opportunities for all of our students. These parent groups review our Local Control Accountability Plan (LCAP) and Safety Plan and provide valuable input into its development.

Parent partners and community members spend numerous hours each week assisting our students and teachers in the Art Room, VAPA performances, SAGE Garden, library, classrooms, lunchtime activities, and our Intramural Sports (Volleyball, Flag Football, Basketball, Soccer, Softball, Track, and Cross County). SPU has positive and productive parent and community relationships that are the infrastructure for our Little School in the Valley.

The School Site Council (SSC) assists the school in educational strategies, provides input and recommends the SPSA, the LCAP and the Safety Plan to the governing board; and reviews federally funded programs. The District English Learner Advisory Committee (DELAC) collaborates regularly with the ELD Coordinator on programs and services for English Learners and reviews and provides input for the LCAP. DELAC meetings inform parents on school programs, student academic performance, tests/assessments, home/school communications, and how to be connected and involved with the school.

SPU communicates weekly via the electronic 'SOAR' newsletter to inform parents and community members of school activities and learning opportunities. Additional information is provided via In-Touch and on our website at [www.sanpasqualunion.net](http://www.sanpasqualunion.net). These resources provide consistent updated information on school events and student/family activities, programs, and academics. Our Student/Parent Handbook is a helpful resource to parents and community, explaining school programs and procedures, providing a clear understanding of our school rules/ guidelines, CA Education Codes, and how they can support their students at school.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	4.84	1.40		4.81	1.40		4.36	3.80	
<b>Expulsions</b>	0.00	0.00		0.00	0.00		0.10	0.09	

### School Safety Plan (School Year 2016-17)

San Pasqual Union School (SPU) is a modern, state-of-the-art facility with a safe, clean environment that is conducive to productive learning. We enhance and update our comprehensive safety plan annually (latest adoption April 2016) to incorporate policies and procedures for injury and illness prevention for students and staff and to address campus threats. District safety plans and procedures are in place to ensure the safety of students, staff, and volunteers.



San Pasqual Union School Safety Committee: The District safety committee is comprised of school staff and community members. The committee welcomes diverse viewpoints and members have law enforcement, public safety, military, and/or other relevant experience. The committee, led by school administration, meets at least twice annually. The committee reviews potential threats and makes recommendations to improve plans, policies, and procedures.

Assessment of School Safety: The District uses the process of assessment, planning, physical protection, and response capacity development designed to: 1) Protect students and staff from physical harm; 2) Minimize disruption and ensure the continuity of education for all children; 3) Develop and maintain a culture of safety; and 4) Inform school community of safety plan and procedures. SPU assesses hazards, vulnerabilities, and capacities and resources; plans and implements for physical risk reduction, maintenance of safe facilities, standard operating procedures and training for disaster response; and creates preparedness plans and conducts regular drills for a variety of potential incidents. SPU practices, monitors, and improves by holding drills to practice, reflect, and improve. In addition, SPU's physical safety plan includes measures such as volunteer clearance, visitor check-in, and identification badges. The school district's Comprehensive School Safety Plan is aligned with the recommendations from the San Diego County Office of Education, State Homeland Security, local emergency responders, and public safety officials. San Pasqual Union also uses the general response practices outlined in the National Incident Management System (NIMS).

Strategies and Programs to Provide and Maintain a High Level of Safety: San Pasqual Union School's 27-acre facility is completely fenced and locked. There are 9 security cameras that monitor and record activities 24 hours per day, 7 days per week at campus perimeter gates, main entrances, and other areas of campus. The school campus is monitored by the facilities and maintenance staff from 6:30 am to 9:00 pm. Certificated and classified staff supervise students before school, during recess/nutrition, lunch and after school. The District has adopted and proactively implements 'Character Counts' with the Six Pillars of Character. The District proactively implements an annual 'Expectations Expo; where students are explicitly taught and encouraged to practice safe, on task, accepting, and respectful behaviors. The District has response protocols for situations and/or students who are at-risk or in crisis. Interventions are designed for students who many not respond to prevention efforts. Staff is trained in Trauma Informed Care, Restorative Justice, and Positive Behavior Intervention Supports (PBIS). Student supports through Vista Hill mental health services, social worker intern, and school psychologist are available to provide counseling and academic support to students.

County Office of Education, state Homeland Security, local emergency responders, and public safety officials and use the general response practices outlined in the National Incident Management System (NIMS)." Each classroom is equipped with emergency supplies, and our District provides emergency food and water supplies for our students and staff. We conduct regular safety inspections of all classrooms, office space, kitchen facilities, restrooms, grounds, and buildings.

Our school/district custodians make visual inspections of the campus throughout the day to ensure the safety of students, staff, and visitors. Campus supervision personnel provide campus security and parking lot traffic control for parent pick-up and for students walking home. SPU provides campus supervision before and after school, and during recess and lunch. Our school buses are inspected daily for safety and upkeep, and we conduct regular safety inspections with the local and State agencies concerning transportation and bus safety. Our drivers are tested on a regular basis and comply with all local and state rules and regulations for safe transportation of each student. Students participate in bus safety and evacuation drills. San Pasqual meets with parents, community members, City of San Diego traffic control, law and fire service agencies to review and update our Safety Plan and to organize our parking lot traffic control.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement*	Year 3	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	3			20	2	1		20	2	1	
1	21		1		20	2			20	2		
2	23		2		22		2		22		2	
3	23		3		25		3		25		3	
4	23		3		27		2		27		2	
5	25		1		27		3		27		3	
6	28		13	1	28	1	11	2	28	1	11	2
Other	23		2									

Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English					18	11	7		18	11	7	
Mathematics	31	2	1	1	18	6	2		18	6	2	
Science					24	2	4		24	2	4	
Social Science					19	5	4		19	5	4	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	part-time	N/A
Resource Specialist	3	N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,405	\$1,842	\$6,563	\$63,617
District	N/A	N/A	\$6,563	\$63,617
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	15.6	4.3

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2015-16)**

Our funding per student is calculated on the LCFF Base plus Supplemental Grant Funding. The Supplemental Grant Funds are targeted to meet the needs of our English Learners, Foster Youth, and Free and Reduced (low-income) students. Our PTA, Foundation, Red Barn Art, and SAGE Garden raise money each year to help pay for programs, activities, field trips, assemblies, Physical Education K-8 program, and K-8 General/Choral Music Program.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,322	\$41,085
Mid-Range Teacher Salary	\$61,062	\$59,415
Highest Teacher Salary	\$88,411	\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$135,200	\$116,069
Percent of Budget for Teacher Salaries	42%	33%
Percent of Budget for Administrative Salaries	7%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

District funds are used to provide additional professional growth opportunities for all employees. Twice a month, teachers meet in grade-level teams to review student work, plan instruction, and share teaching strategies. Two Thursday afternoons a month are devoted to District PLC meetings, professional development, staff meetings, and/or grade level collaborative discussions. Our teachers have multiple subject and/or single subject teaching credentials, are highly qualified and teach in their subject matter area. This allows credentialed staff members to provide instruction across all subject areas. The District encourages teachers to observe classroom instruction of other colleagues in and out of the District. Teachers have the tools and resources necessary to offer students differentiated instruction based on advanced education, specialized training, and experience. We encourage teachers to work with one another and to use their expertise to help guide instruction. Professional development opportunities are provided in curriculum development, 6 Traits Writing with CSUSM, Educational Technology, Character Education, SDAIE/ELD teaching strategies, Professional Learning Communities, and opportunities to analyze student assessment data to improve instruction. A full-time Reading Specialist works with all students K-8 and supports teacher instruction. We provide classified support personnel including library services, instructional aide paraprofessionals, and mental health professionals as additional resources to support our students and teachers. We also employ occupational therapist and a speech therapist who are part-time and assist special needs students. A part-time Math Specialist works with all students K-8 and supports teacher instruction. In addition, this person acts in the capacity of assessment and data coordinator.

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2017-2018 School Year

**School:** San Pasqual Union School  
**CDS Code:** 37-68353-6040331  
**District:** San Pasqual Union Elementary School District  
**Address:** 15305 Rockwood Road  
 Escondido, CA 92027  
**Date of Adoption:**

**Approved by:**

Name	Title	Signature	Date
Blasie Jackson	Governing Board President		
Angie Baker	Governing Board VP		
Scott Heidemann	Governing Board Clerk		
David Hersey	Governing Board Member		
Tim Spivey	Governing Board Member		
Bob Burwell	School Site Council		
Dara Cerwonka	School Site Council		
Karin Martinez	School Site Council		
Alfredo Navarro	School Site Council		
Amanda Narez	School Site Council		

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## **Senate Bill 187: Comprehensive School Safety Plan Purpose**

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at the San Pasqual Union School District Office.

### **Safety Plan Vision**

San Pasqual Union School District is committed to creating a safe, secure, orderly, and caring learning environment. Safety is central to the daily operation of the school with a purposeful connection between physical and socio-emotional safety/security.

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

### San Pasqual Union School Safety Committee

The San Pasqual Union School District safety committee is comprised of school staff and community members. While the committee welcomes diverse viewpoints, committee members are encouraged to have law enforcement, public safety, military, and/or other relevant experience. The committee, led by school administration, meets at least twice annually. The committee reviews potential threats and makes recommendations to improve plans, policies, and procedures.

### Assessment of School Safety

San Pasqual Union School District uses the process of assessment, planning, physical protection, and response capacity development designed to: 1) Protect students and staff from physical harm; 2) Minimize disruption and ensure the continuity of education for all children; 3) Develop and maintain a culture of safety; and 4) Inform school community of safety plan and procedures. SPU assesses hazards, vulnerabilities, and capacities and resources; plans and implements for physical risk reduction, maintenance of safe facilities, standard operating procedures and training for disaster response; and creates preparedness plans and conducts regular drills for a variety of potential incidents. SPU practices, monitors, and improves by holding drills to practice, reflect, and improve.

In addition, San Pasqual Union School's physical safety plan includes measures such as volunteer clearance, visitor check-in, and identification badges. The school district's Comprehensive School Safety Plan is aligned with the recommendations from the San Diego County Office Education, state Homeland Security, local emergency responders, and public safety officials. San Pasqual Union School also uses the general response practices outlined in the National Incident Management System (NIMS). Review and assessment of the current safety needs are conducted regularly.

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

San Pasqual Union School's 27-acre facility is completely fenced and locked. There are 9 security cameras that monitor and record activities 24 hours per day, 7 days per week at campus perimeter gates, main entrances, and other areas of campus. The school campus is also monitored by the facilities and maintenance staff from 6:30 am to 9:00 pm. Both certificated and classified staff supervise students before school, during recess/nutrition, lunch, and after school. The District has adopted and proactively implements 'Character Counts' with the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Students are taught to be people of character and these values are reinforced daily. The District proactively implements an annual 'Expectations Expo' where students are explicitly taught and encouraged to practice safe, on task, accepting, and respectful behaviors. Monthly training and practice drills for staff, students, and volunteers are held to prepare for a potential crisis event. The District has response protocols for situations and/or students who are at-risk or in crisis. Interventions are designed for students who may not respond to prevention efforts. Staff is trained in Trauma Informed Care, Restorative Justice, and Positive Behavior Intervention Supports (PBIS). Student support through Vista Hill mental health services, a social worker intern, and a school psychologist are available to provide counseling support to all students. The District has a Safety Planning Committee that meets at least twice annually to review and update the school safety plan to reflect upon current needs.

### Appropriate strategies and programs are in place to provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

- Child abuse reporting procedures consistent with Penal Code 11164
- Routine and emergency disaster preparedness and procedures
- Policies pursuant to Ed Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Ed Code 49079
- Discrimination and harassment policy consistent with the prohibition against discrimination pursuant to Ed Code 200-262.4
- Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
- Safe and orderly environment conducive to learning
- Rules and procedures on school discipline adopted pursuant to Ed Code 35291 and 35291.5
- Procedures for reporting bullying and school crimes, including but not limited to We Tip and Anonymous Alerts.
- Healthy Kids Survey administered to 5th and 7th grade students, staff, and parent groups.
- Staff and parent volunteers required to wear identification badges.



**School safety is the job of the entire school community. The Safety Plan is a continuous process that focuses on:**

- Committee representation
- Staff training
- Review of basic emergency and standard operating procedures
- School Evacuation Route Maps posted in each classroom
- Identification of campus and neighborhood risks and hazards
- Check and re-supply administration, health office, and classroom emergency backpacks
- Check and re-supply four emergency bins
- Update student emergency cards
- Communicate emergency plans with families
- Communicate student-family reunification procedures to parents
- Implement a variety of emergency drills and procedures
- Reflect, update, and plan

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

School district staff and Governing Board members are required by law to report cases of suspected child abuse and neglect to the appropriate agency when they have a reasonable suspicion that a child has been a victim of child abuse and/or neglect. As mandated reporters, the staff of the San Pasqual Union School District has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. As per Board Policy 5141, "The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters." SPU uses a portion of its staff development time each year to train staff on the laws, policies, and procedures required of school employees as mandatory reporters.

Each incident report is prepared on the Social Services Suspected Child Abuse Report (SS8572) form. Reports are made by telephone and faxed to the hotline. All incident reports are confidential.

When investigating incidents of suspected abuse and/or neglect, Social Services representatives are required to sign in at the front office and provide appropriate court orders/identification (all confidential reports of suspected child abuse are maintained on file in the school office).

Board Policy is available on our website [www.sanpasqualunion.net](http://www.sanpasqualunion.net) and in our district office

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

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

Per Board Policy 3516, through on-going emergency training and drills for all staff, students, and visitors, the Superintendent or designee shall ensure that the District plan addresses:

- Fire on/off school grounds which endangers students, staff, and visitors.
- Earthquake or natural disasters
- Environmental hazards
- Attack or disturbance, or threat of attack or disturbance, by an individual or group
- Bomb threat or actual detonation
- Biological, radiological, chemical, and other activities, or heightened warning of such activities
- Medical emergencies and quarantines

The emergency dismissal of students from school shall be governed by the emergency procedures outlined in this plan and consistent with the Incident Command System. Students may only be released to parent, guardian or other adult as specified in student records. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student. Each teacher is in possession of a student enrollment sheet and a copy is kept in the teacher's red Emergency Backpack. Teachers are required to remain with students until directed otherwise. San Pasqual Union prepares and implements a school disaster plan that designates responsibilities, action steps, and an established chain of command.

Board Policy available on our website [www.sanpasqualunion.net](http://www.sanpasqualunion.net) and in our district office

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

San Pasqual Union School will be available to governmental agencies, such as law enforcement, fire, and the Red Cross, as directed and needed.

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

Per Board Policy 5144, the Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to learning and preparing students for responsible citizenship by fostering self-discipline and personal responsibility. As per Ed Code 48900, disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed.

Ensuring all students are in class every day and have access to learning is a priority of San Pasqual Union School. However, there are times when behaviors can impact the safety and learning of others. In these cases, administrators may choose to suspend a student from school for behavior if other interventions and corrective actions have not been successful. Students may be suspended or expelled for the following acts committed while on school grounds, while going to or coming from school or at a school-sponsored activity/event on or off-campus, including in another school district: 1) Assault or Battery, 2) Controlled Substances, 3) Damage to School or Private Property, 4) Defiance or Disruption, 5) Drug Paraphernalia, 6) Harassment, Threats, Intimidation, 7) Hate Violence, 8) Imitation Firearms, 9) Physical Injury to Others, 10) Profanity or Obscenity, 11) Robbery or Extortion, 12) Sale of Controlled Substances, 13) Sexual Assault, 14) Sexual Harassment, 15) Stealing, 16) Terrorist Threats, 17) Tobacco and Nicotine (including electronic cigarettes), 18) Weapons or Other Dangerous Objects, 19) Laser Pointers, 20) Hazing, and 21) Bullying.

Alternative and Other Means of Correction (EC 48900, 48900.5) - SPU may document other means of corrections short of suspension and expulsion and place the documentation in the pupil's record. Other means of correction may include: a conference between school personnel, the pupil's parent and the pupil; referrals to the school counselor, social worker, and/or psychologist; Student Success Team (SST); or other intervention-related teams that assess behavior and develop and implement behavior plans.

Board Policy is available on our website [www.sanpasqualunion.net](http://www.sanpasqualunion.net) and in our district office. Additional disciplinary information may be found in San Pasqual Union School Family Resource Book.

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

Ed Code 49079 and Welfare and Institutions Code 827 require that teachers must be notified of the reason(s) a student has been suspended. The San Pasqual Union School District provides disciplinary reports to teachers and has incorporated this notification into the existing attendance reporting and discipline screens. All information regarding suspension and expulsion is confidential and may not be shared with any other student(s) or parent(s). Pursuant to Welfare and Institution Code 827(b) and Ed Code 59378, the Court notifies the Superintendent regarding students who have engaged in certain criminal conduct.

Board Policy and Administrative Regulation 4158 address employee security, authorizing the Superintendent or designee to develop strategies for protecting employees from potentially dangerous persons and situations.

Board Policy is available on our website [www.sanpasqualunion.net](http://www.sanpasqualunion.net) and in our district office.

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

Sexual harassment of any student by any employee, student or other person at school or at any school related activity is prohibited. Staff and students must be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at San Pasqual Union School. Any forms of harassment must be reported to administration. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

Per Board Policy 5145.7 (Students), the Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint process.

Per Board Policy 4119.11 (Personnel), prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting (Ed Code 212.5). Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser. SPU uses a portion of its staff development time each year to train staff on the laws, policies, and procedures required regarding sexual harassment.

Board Policy is available on our website [www.sanpasqualunion.net](http://www.sanpasqualunion.net) and in our district office. Information can also be found in the San Pasqual Union School Family Resource Book.

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

Per Board Policy 5132, the Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Per EC 35183, students may not wear clothing denoting gang affiliation.

Students who violate the dress code policy will be requested to fix inappropriate clothing, change into District provided clothing, or contact parents/guardians to have proper clothing items brought to school.

California Administration Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepare for school, or shall be required to prepare himself for the schoolroom before entering.

Board Policy is available on our website [www.sanpasqualunion.net](http://www.sanpasqualunion.net) and in our district office. Additional information, including the full SPUSD dress code, can be found in the San Pasqual Union Family Resource Book.

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

San Pasqual Union School collaborates with school staff, parent groups, local public works, public safety departments, and other city/county agencies in the development and implementation of Safe Ingress and Egress procedures.

Per Board Policy 5142, Safe Routes To School Program, the Board of Trustees recognizes that walking, bicycling, and other forms of active transport to school promote students' physical activity and reduce vehicle traffic and air pollution in the vicinity of school. In addition, the Board recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students.

Board Policy is available on our website [www.sanpasqualunion.net](http://www.sanpasqualunion.net) and in our district office.

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

**Component:**

Facilities in Good Repair & Student Safety - (LCAP)

**Element:**

Prioritize a safe, clean, and well-maintained school facility and campus.

**Opportunity for Improvement:**

Maintain a safe and secure school environment.

Objectives	Action Steps	Resources	Lead Person	Evaluation
District will maintain playground equipment structures, blacktop playgrounds, and grass fields as designated.	As measured by: Facility Inspection Tool (FIT) will be completed annually to evaluate campus conditions. Focus will be on facility maintenance, cleanliness, and student, staff, and campus safety.	Maintenance & Facilities	Administration and Facilities & Maintenance Manager	Annually, as required.
District will maintain property in compliance with fire and safety requirements.	Annual Fire and Safety Inspection by the San Diego Fire Department.	Maintenance & Facilities	Administration and Facilities & Maintenance Manager	Annually, as required.
District will set aside funds for routine restricted maintenance, plus additional funds for deferred maintenance as needed.	Review of Budget in June, 1st Interim in December, 2nd Interim in March and Unaudited Actuals in September.	Business Office	Administration, Chief Business Officer, and Facilities & Maintenance Manager	As required
Energy efficiency upgrades will occur as needed.	Prop 39 analysis and upgrades	Maintenance & Facilities	Administration and Facilities & Maintenance Manager	Annually, as required.
High quality instructional program in a safe and supporting environment.	<p>Students are to be inside the classroom only when a teacher or adult supervisor is present.</p> <p>Students are to remain in their assigned areas before/after school, during breaks, and at lunchtime. Playing around restrooms and classrooms is not permitted.</p> <p>A pass is required for any student out of class at any time, except for scheduled breaks and passing periods.</p> <p>Students are expected to</p>	Staff & Administration	Administration	As needed

Objectives	Action Steps	Resources	Lead Person	Evaluation
	<p>be quiet, courteous, and respectful while in the office.</p> <p>Defacing school property is a major offense. Students will be disciplined and parents are liable to pay for repairs or replacement.</p> <p>Closed Campus - a student may not leave campus at any time before school is dismissed without being checked out through the Main Office by a parent, guardian, or other approved adult.</p> <p>All electronic devices must be turned off during the school day unless specific permission is granted by a staff member.</p>			

**Component:**

Pupil Engagement - Local Control Accountability Plan (LCAP)

**Element:**

Increase student engagement, involvement, and connectedness within the school environment.

**Opportunity for Improvement:**

Programs and strategies implemented for student attendance, chronic absenteeism, and discipline rates. Students and staff receive ongoing training and resources to meet the changing needs of the individual students and the student body.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Character Education curriculum and programs.	District will continue to develop and implement Character Education, student activities, and student leadership opportunities.	Teachers	Administration	Review of student academic, discipline, and attendance records.
Positive Behavior Interventions and Programs.	District will provide professional development for all staff. For example, Trauma Informed Care, Restorative Justice, Positive Behavior Intervention Support (PBIS), ASB Leadership Conference, Character curriculum.	Teachers and counselors	Administration	Review of student academic, discipline, and attendance records.
Mental Health Support.	District will continue to provide mental health professionals; including counselor, school psychologist, and social worker intern(s) (based on funding).	School Psychologist	Administration	Review of student academic, discipline, and attendance records.
Visual and Performing Arts	District will continue 'Red Barn Art' committee and programs. All students will have access to VAPA opportunities.	Red Barn Art Committee & VAPA teacher	Administration	Review of student academic, discipline, and attendance records.
Outdoor Education	District will continue with school Garden "SAGE" - Students Are Growing Everyday. All students will have access to garden opportunities.	SAGE Committee & Custodian	Administration	Review of student academic, discipline, and attendance records.
After School Athletics & Activities	District will continue with after school athletics and choir programs. All students will have access to after school opportunities.	Athletic Director & VAPA teacher	Administration	Review of student academic, discipline, and attendance records.

**Component:**

School Climate - Local Control Accountability Plan (LCAP)

**Element:**

Positive culture for teaching and learning.

**Opportunity for Improvement:**

Increase staff, student and parent involvement. Increase school spirit and pride. Involve all stakeholders in creating a positive teaching &amp; learning environment that emphasizes high expectations for school citizenship.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Student academic achievement recognition.	<ul style="list-style-type: none"> <li>• Student certificates for character traits, attendance, teacher recognition, and honor roll.</li> <li>• Student award assemblies.</li> <li>• Accelerated Reader program to recognize students in multiple ways: Word of the Month, AR Star, and whole class achievement.</li> <li>• All students have an opportunity to participate and achieve.</li> </ul>	Teachers and Librarian	Administrator	Student participation and achievement
Staff achievement recognition.	<ul style="list-style-type: none"> <li>• Teachers recognizing teachers during Professional Learning Community meetings through drops (How Full Is Your Bucket).</li> <li>• Teacher of the Year selection and recognition.</li> <li>• Teacher appreciation day/week activities.</li> </ul>	Teachers, parents & administration	Administration	Teacher morale as measured by teacher attendance and Healthy Kids Survey*
Character Development	<ul style="list-style-type: none"> <li>• Character education for all students.</li> <li>• Patriotic Character Assemblies and activities</li> <li>• Character Cards for K-3 students.</li> </ul>	Teachers	Administration	As measured by attendance and discipline rates.
Anti-Bullying Measures	Anti-Bullying and Cyber Bullying education and assemblies for staff, students, and parents.	Teachers & administration	Administration	As measured by attendance and discipline rates.

Staff, Student, Parent/Guardian and Community Activities	<ul style="list-style-type: none"> <li>• Family Nights</li> <li>• Book Fairs</li> <li>• VAPA events</li> <li>• Award assemblies</li> <li>• Loved One's Luncheon</li> <li>• ART Day (Red Barn Art)</li> <li>• Harvest Day (SAGE)</li> <li>• Other PTA and Foundation events</li> </ul>	Teachers, parents & administration	Administration	As measured by parent involvement and event attendance
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**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

**San Pasqual Union School Student Conduct Code**

All San Pasqual Union School students are encouraged to S.O.A.R., as reflected:

- Safe and Self-Controlled
- On-Task
- Accepting of Others
- Responsible and Respectful

**Conduct Code Procedures**

All students receive privileges and awards for appropriate behavior. Students who choose to disobey the rules receive fair, consistent consequences for their actions. The San Pasqual Union School classroom code of conduct is based on the premise that the teacher has the right to teach and every student has the right to learn. Per EC 48900(k), no student has a right to disrupt the learning environment. All students are expected to demonstrate acceptable behavior and adhere to state laws and school rules, all of which are designed to ensure a safe campus and a productive learning environment. The "Five Rules for Schoolwide Discipline" are as follows:

- 1) Follow directions the first time they are given
- 2) Use appropriate school language
- 3) Keep hands, feet and objects to self
- 4) Treat others and their property with kindness and respect
- 5) Respect all adults and school property and use all school equipment correctly.

Teachers and staff maintain an effective learning environment through engaging lessons and positive classroom management techniques. Teachers are empowered to address incidents of misbehavior directly in their classrooms. Students who behave in inappropriate ways and violate school rules and standards will receive appropriate consequences for their actions. Multiple offenses in one day or repeated violations over time will typically trigger the following sequence of consequences:

- First time - verbal warning
- Second time - change of space or task, parent notified via teacher
- Third time - referred to administrator; parent notified of the infraction and consequences.

Steps may be skipped and consequences elevated for more serious offenses.



Per Ed Code 44807 and CCR 300, every teacher in the public schools shall hold students to a strict account for their conduct on the way to and from school, on the playground or during recess, and at any school sponsored event. Per Board Policy 5144, the Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior. The Superintendent or designee shall design a complement of effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices. In addition, the Superintendent or designee's strategies shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Ed Code 48900.5)

Board Policy is available on our web site [www.sanpasqualunion.net](http://www.sanpasqualunion.net) and in our District Office. Information can also be found in the San Pasqual Union School Family Resource Book.

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

Per Board Policy 5145.9, the Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated. Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the Principal or designee. Any staff who receive notice of hate-motivated behavior or personally observes such behavior shall notify the Principal, Superintendent, or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board Policy and Administrative Regulation.

Board Policy is available on our website [www.sanpasqualunion.net](http://www.sanpasqualunion.net) and in our district office. Information can also be found in the San Pasqual Union School Family Resource Book.

## **Safety Plan Review, Evaluation and Amendment Procedures**

San Pasqual Union School District Administration, School Site Council, and Safety Committee shall consult with local law enforcement and review, evaluate, and update the plan annually. The School Site Council and the Governing Board will approve the updated plan annually.

**Emergency Contact Numbers**

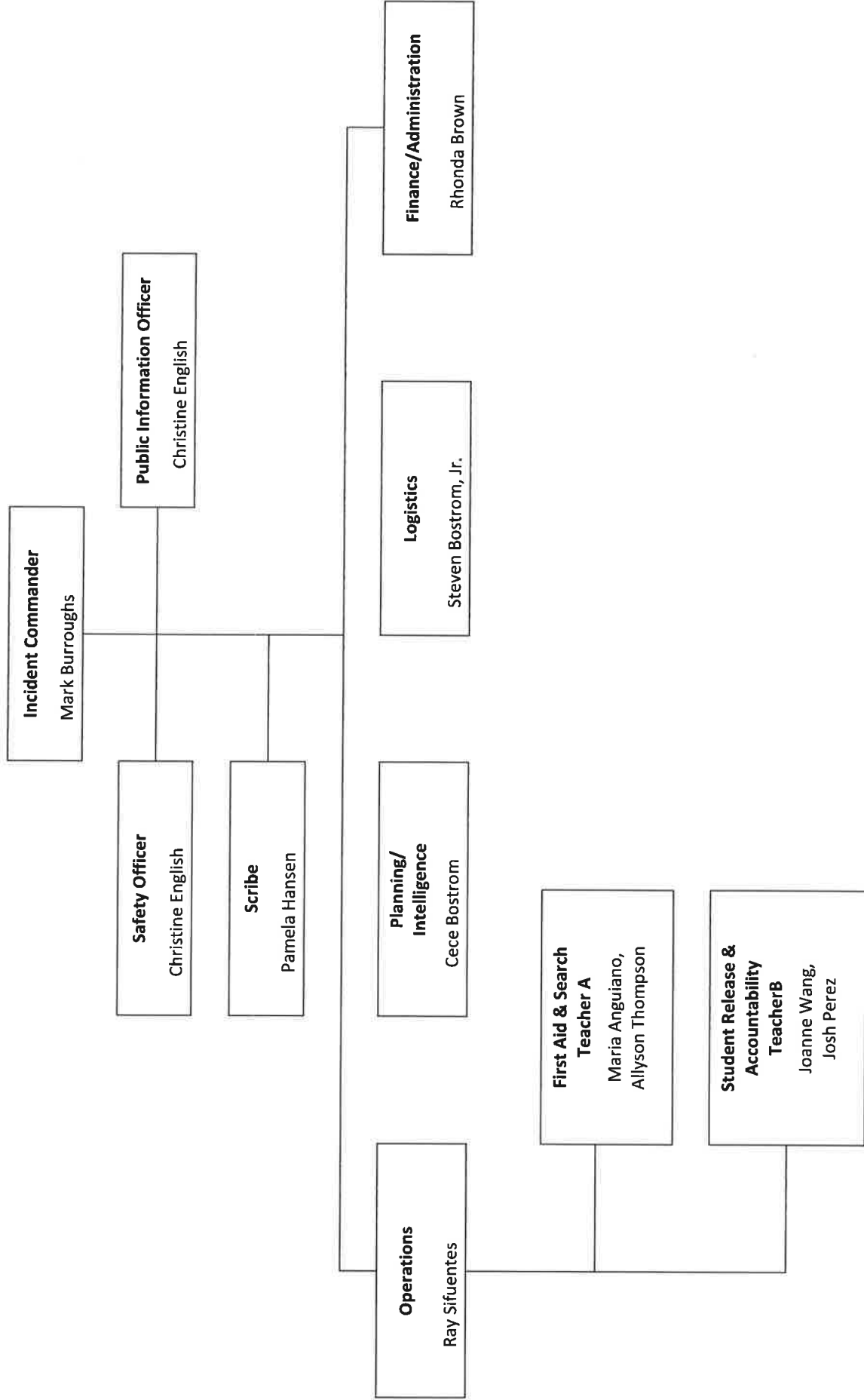
**Utilities, Responders and Communication Resources**

Type	Vendor	Number	Comments
School District	San Pasqual Union School Dist.	(760) 745-4931	
Law Enforcement/ <del>Fire</del> /Paramedic	San Diego Police Dept.	(619) 531-2000	
Law Enforcement/ <del>Fire</del> /Paramedic	Escondido Police Dept.	(760) 839-4721	
Law Enforcement/ <del>Fire</del> /Paramedic	San Diego Sheriff's Dept.	(858) 565-5200	
Law Enforcement/ <del>Fire</del> /Paramedic	San Diego Fire Dept.	(619) 533-4300	
Law Enforcement/ <del>Fire</del> /Paramedic	San Pasqual Fire Dept.	(760) 480-9924	
Law Enforcement/ <del>Fire</del> /Paramedic	Escondido Fire Dept.	(760) 839-5400	
Local Hospitals	Palomar Medical Center	(760) 739-3000	2185 Citracado Pkwy, Escondido, CA 92029
Local Hospitals	Pomerado Hospital	(760) 796-6812	1540 E. Valley Pkwy, Escondido CA 92027
Local Hospitals	Rady Children's Hospital	(858) 576-1700	3020 Children's Way, San Diego, CA 92123

**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Safety Plan review and update with Safety Committee at least twice annually	August/September and January/February	Meeting notes and attendees are maintained with the Office Manager
Safety Plan review, update, and approval with School Site Council annually	February/March	Meeting notes and attendees are maintained with the Office Manager. Copies are filed as required.
Contents of Safety Plan reviewed with staff at beginning of year staff meeting, reviewed throughout year at staff meetings	August and monthly throughout the year	Meeting notes and attendees are maintained with the Office Manager

**San Pasqual Union School 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 principal. The principal 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**

### **Step One: Identify the Type of Emergency**

Identification of the emergency by the Incident Commander

### **Step Two: Identify the Level of Emergency**

Determination by the Incident Commander

### **Step Three: Determine the Immediate Response Action**

Response is determined by Safety Plan. Initial response by staff and students will most always include one or more of the following Emergency Actions: 1) Lockdown, 2) Secure Campus, 3) Shelter in Place, 4) Take Cover, 5) Duck, Cover and Hold On, 6) Evacuation, 7) Off Site Evacuation, or 8) Structured Reunification.

### **Step Four: Communicate the Appropriate Response Action**

The Incident Commander will provide direction either in person or by other means as necessary, including public address system, email, phone, text, and/or use of "all-call" system. Teachers to follow guidelines outlined in Safety Plan and Incident Command System.

## Types of Emergencies & Specific Procedures

### Aircraft Crash

- Call 911
- Evacuate as needed
- Take roll and report to Incident Commander
- Determine if any students or staff are in immediate danger or injured. Deploy Search and Rescue and administer first aid if needed.
- Prepare incident status report for emergency response personnel
- Incident Commander to determine level of response and determine next action steps
- Debrief with staff
- Communicate with parents/guardians and community

### Animal Disturbance

- Call Custodian and/or Animal Control to secure animal
- Secure Campus and/or Evacuate or relocate to another classroom or area as needed
- Take roll and report to Incident Commander
- Determine if any students or staff are in immediate danger or injured and administer first aid if needed.
- Await further instructions from Incident Commander or "All Clear" signal
- Prepare incident status report
- Debrief with staff
- Communicate with parents/guardians and community

### Armed Assault on Campus

All employees authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter/armed assailant situation is occurring or about to occur.

- Options include Run, Hide, Fight
- Call 911 and initiate a school-wide "Lockdown"
- Follow direction from Incident Commander or Law Enforcement
- Take roll and determine if any students or staff are in immediate danger or injured.
- Prepare incident status report for emergency response personnel
- Debrief with staff and law enforcement
- Provide Crisis Intervention counseling to students and staff in need
- Communicate with parents/guardians and community

### Biological or Chemical Release

- Call 911, HazMat, and/or San Diego Gas and Electric
- Evacuate areas/buildings as needed or Shelter-in-Place and remain indoors
- Shut-off all heating and ventilation systems
- Determine if any students or staff are in immediate danger or injured. Administer first aid if needed.
- Take roll and status. Report to Incident Commander
- Prepare incident status report for emergency response personnel
- Incident Commander and/or authorities to determine level of response and determine next action steps
- Debrief with staff
- Communicate with parents/guardians and community

### Bomb Threat/ Threat Of violence

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information from the bomb threat procedures list (found in Safety Plan and kept at all phones in the office).

#### If a bomb threat is received by phone:

- Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
- Listen carefully. Be polite and show interest.
- Try to keep the calling talking to learn more information.
- If possible, write a note to a colleague to call the authorities (flash orange card), or as soon as the caller hangs up, immediately notify authorities.
- If your phone has a display, copy the number and/or letters on the window display.
- Immediately upon termination of the call, do not hang up, but from a different phone, contact Federal Protective Service (FPS) Police immediately with information and await instructions.



If a bomb threat is received by handwritten note:

- Call 911
- Contact Incident Commander (administrator)
- Handle note as minimally as possible

If a bomb threat is received by email:

- Call 911
- Contact Incident Commander (administrator)
- Do not delete the message.

Signs of a suspicious Package:

No return address, excessive postage, stains, strange odor, strange sounds, unexpected delivery, poorly handwritten, misspelled words, incorrect titles, foreign postage, restrictive notes.

DO NOT:

- Use two-way radios or cellular phone (radio signals have the potential to detonate a bomb).
- Activate the fire alarm.
- Touch or move a suspicious package.

Follow Up:

- Prepare incident status report for emergency response personnel
- Incident Commander/authorities to determine level of response and determine next action steps
- Debrief with staff
- Communicate with parents/guardians and community

**Bus Disaster**

The following procedures are for use by bus drivers and appropriate school administration in the event of a bus disaster (earthquake, accident) that occurs while students are on a field trip or being transported to or from school. This section addresses a general emergency, however bus drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure student safety.

- Call 911
- Protect student passengers from injuries and the bus from further damage. Administer first aid if needed.
- Turn off the ignition and follow bus inspection guidelines.
- Follow bus evacuation procedures if conditions are safer outside the bus than inside.
- Take roll and report situation to school administrator.
- Bus Driver to remain with students.
- Do not release any students to anyone unless told to do so by school administration or law enforcement (record).
- School administrator will dispatch a school representative to the bus location and provide support.
- Communicate with parents/guardians and community
- Prepare incident status report for emergency response personnel
- Debrief with staff

**Disorderly Conduct**

- Call 911
- Lockdown, Secure Campus, Evacuate, as appropriate
- Take roll and report to Incident Commander
- Prepare incident status report for emergency response personnel
- Incident Commander and authorities will determine level of response and determine next action steps
- Debrief with staff
- Communicate with parents/guardians and community

**Earthquake**

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

- Call 911 if needed
- Duck, Cover, and Hold On. Evacuate as needed
- Take roll and report to Incident Commander
- Determine if any students or staff are in immediate danger or injured. Deploy Search and Rescue and administer first aid if needed.
- Prepare incident status report for emergency response personnel

- Incident Commander and/or authorities to determine level of response and determine next action steps

- Debrief with staff
- Communicate with parents/guardians and community

#### **Explosion or Risk of Explosion**

- Call 911 if needed
- Evacuate, if needed
- Duck, Cover, and Hold On - DO NOT approach windows or doors
- Take roll and report to Incident Commander
- Determine if any students or staff are in immediate danger or injured. Deploy Search and Rescue and administer first aid if needed.

- Prepare incident status report for emergency response personnel
- Incident Commander and/or authorities to determine level of response and determine next action steps
- Debrief with staff
- Communicate with parents/guardians and community

#### **Fire in Surrounding Area**

Notify the Office, Administration, and Incident Commander. Sound the school alarm if needed.

- Call 911 if needed. If threat is not eminent, contact local fire department to determine location and direction of fire.
- Evacuate when directed based on location of fire. Or, shelter-in-place if directed by fire department.
- Take roll and report to Incident Commander
- Determine if any students or staff are in immediate danger or injured. Deploy Search and Rescue and administer first aid if needed.

- Prepare incident status report for emergency response personnel
- Incident Commander and/or authorities to determine level of response and determine next action steps
- Debrief with staff
- Communicate with parents/guardians and community

#### **Fire on School Grounds**

Notify the office, Administration, and Incident Commander. Sound the school alarm if needed.

- Call 911 if needed.
- Evacuate when directed based on location of fire. Or, shelter-in-place if directed by fire department.
- Take roll and report to Incident Commander
- Determine if any students or staff are in immediate danger or injured. Deploy Search and Rescue and administer first aid if needed.

- Prepare incident status report for emergency response personnel
- Incident Commander and/or authorities to determine level of response and determine next action steps
- Debrief with staff
- Communicate with parents/guardians and community

#### **Flooding**

School should receive warning of impending flood and/or severe weather by authorities. The National Weather Service supplies current weather information and warnings via AM 760, weather.com, and the SD Emergency app

- Issue "Stand By" instruction. Determine if evacuation is required.
- Incident Commander and/or authorities to determine level of response and determine next action steps
- Issue "Directed Transportation" instruction if students will be evacuated to a safer location via busses and other vehicles.

- Call 911 if needed.
- Take roll and report to Incident Commander
- Prepare incident status report for emergency response personnel
- Debrief with staff
- Communicate with parents/guardians and community

#### **Loss or Failure of Utilities**

Administration and custodial staff to determine the nature of the source of the utility loss. Isolate the area and remedy or shut off the supply of water, gas, or electricity to the affected system, component, or building. If necessary, shut off the gas, water or electrical supply to the entire campus. Detailed maps indicate utility shut offs and mechanical equipment for heating, ventilation, and air conditioning units. These maps are kept in the custodial barn, the front office, the Safety Plan, and in the Crisis Response Box.

- Call 911 if needed.
- Evacuate when directed or shelter-in-place, depending upon the loss of utility.
- Take roll and report to Incident Commander
- Prepare incident status report for emergency response personnel
- Incident Commander and/or authorities to determine level of response and determine next action steps
- Debrief with staff

### **Motor Vehicle Crash**

Notify the office, Administration, and Incident Commander.

- Call 911 if needed.
- Take roll and report to Incident Commander
- Determine if any students or staff are in immediate danger or injured.
- Evacuate to a safe area, if necessary. If evacuation is not necessary, students and staff should remain away from accident in either classrooms or in assigned areas.

- Communicate with parents/guardians and community

### **Caution:**

- If gas leak, do not use the mechanical fire bells as it may create an explosive spark (use speaker system). Do not turn off lights or other electrical equipment which may cause a spark. Leave doors open to provide ventilation.
- If water or sewer break, evacuate the building.

- Prepare incident status report for emergency response personnel
- Incident Commander and/or authorities to determine level of response and determine next action steps
- Debrief with staff
- Communicate with parents/guardians and community

### **Psychological Trauma**

School administrators, counselors, psychologists, and mental health professionals will follow the necessary steps. A Crisis Intervention Team may assess the range of crisis intervention services needed during and following an emergency. Additional support may be solicited from outside agencies. The physical safety of those involved and around the incident will be ensured while specific attention is focused on the emotional and psychological needs of students and staff.

### **Suspected Contamination of Food or Water**

School administrators and custodians will respond and the safety needs of affected students.

- Call 911, if needed.
- Determine if any students or staff are in immediate danger or injured.
- Seek medical attention, if needed.
- Take roll and status. Report to Incident Commander

- Prepare incident status report for emergency response personnel
- Incident Commander and/or authorities to determine level of response and determine next action steps
- Debrief with staff
- Communicate with parents/guardians and community

### **Unlawful Demonstration or Walkout**

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

- Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
- Contact local police department for the school's jurisdiction and advise them of the situation
- Notify staff of the planned demonstration
- Develop an information letter to parents
- Assign a staff member to act as liaison with police, media and, possibly the demonstrating group
- Designate a staff member to handle incoming calls during the demonstration.
- Establish areas where demonstrators can set up without affecting the operation of the school
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school