



COMPREHENSIVE SCHOOL SAFETY PLAN – EXECUTIVE SUMMARY

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|-------------|--------------------|
| SCHOOL | Upland High School |
| SCHOOL YEAR | 2024/2025 |
| PRINCIPAL | Martin Gomez |

In compliance with State law and Board policy, stake-holders at our school engaged in a systematic planning process for the purpose of reviewing and updating our comprehensive school safety plan. This process included gathering and analyzing crime and safety data in order to develop reasonable safety goals relevant to the needs and resources of our campus. This Executive Summary details the two data-driven safety goals that resulted from our planning process. The entire plan can be viewed by making an appointment with the Principal.

GOAL - 1

Implementation of a student identification system and reporting of safety concerns using various media and trainings.

*Training during U-Time

*Informational fliers

*Student tip-line

Main concentration will be educating students on all safety concerns regarding students/staff/site safety plan.

GOAL - 2

Increase and update signage on campus to heighten awareness of safety protocols.

- i. Signs will include reporting suspicious/dangerous behavior (Tip-Line); evacuation maps;
- ii. Each building entry and exit. Central locations on campus and classrooms.
- iii. Athletic Director, Bo Whieldon, will design
- iv. Maintenance will install the signs
- v. Quick safety guide for visitors will be created by the sub coordinator (Diane Torres-Ishida) and Informational Services Specialist (Martha Neale).

FOR ADMINISTRATIVE USE ONLY

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| Procedure for Comprehensive Safe School Plans | See Policy #BP 0450 |
| Plan adopted on | 1/23/24 |
| Plan approved on | |

COMPREHENSIVE SCHOOL SAFETY PLAN

SECTION ONE

This section details our systematic planning process, procedures for complying with safety laws, and safety goals for the upcoming school year.

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ABOUT THIS TEMPLATE **"Safety" is a Process!"**

The Law

California Ed Codes 32280-32289.5, require every school in a district with more than 2501 average daily attendance to develop and maintain plans designed to address campus risks. The law also requires designated stakeholders at each school, along with local law enforcement, fire department, and other first responder agencies, to annually engage in a systematic planning process for the purpose of developing strategies to prevent and respond potential incidents involving crimes and violence on campus.

Ed Code 32280

A "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

The Template

This template was created by the Campus Safety Group on behalf of the Los Angeles County Office of Education, the California Department of Education, and the California Department of Justice.

Planning Due Dates

There are two mandatory due dates in Education Code:

- March 1 - The School must have "adopted" their school safety plan by March 1, and have forwarded it to the District for "approval."
- October 15 – The District must approve the school's plan by October 15. The District is required to report to CDE any individual schools that do not have approved plans by October 15. Non-compliance must be indicated on that schools' SARC.

Planning Timeline

Schools should create a timeline to ensure compliance with the March 1, adoption date. An example of a compliance timeline:

- September/October
 - Step 1 - Identify Collaborative Comprehensive Safe School Planning Committee.
 - Step 2 - Create a vision of school as a safe place to learn.
 - Step 3 - Gather and assess school related crime and safety data.
- November/December
 - Step 4 – Identify data driven areas for desired change.
 - Step 5 – Select and implement strategies for safe and orderly environment.
- January/February
 - Step 6 – Share and then adopt the plan. Forward the adopted plan to the District.
- March through June
 - Step 7 – Implement the plan by achieving your data driven safety goals.

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|---|--------------------|
| School Name | Upland High School |
| Principal | Martin Gomez |
| School year Plan is for the upcoming school year | 2024/2025 |

Our school engaged in the systematic planning process recommended in the law:

- Step One** We Identified our safety committee
- Step Two** We created a vision of a school as a safe place to learn.
- Our Mission Statement and existing safety practices.
- Step Three** We gathered and assessed school related crime and safety data.
- Specific data known to have an impact on campus safety.
- Step Four** We Identified areas of desired change.
- Data driven analysis towards improvement.
- Step Five** We developed strategies to maintain a safe and orderly environment.
- Two data driven safety goals that are meaningful to our unique campus circumstances and achievable through existing resources.
- Step Six** We shared and adopted the plan.
- A public meeting was held with invitations extended to campus and community stakeholders.
- Step Seven** We will continue to evaluate and revise the plan
- Stakeholders at our school will continue to monitor progress towards achieving our goals and revise strategies as necessary.

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Step 1 – Identify the committee

Ed Codes 32280 & 32281 "In cooperation with local law enforcement, fire department, and other first responder agencies." "The schoolsite council...shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school."

| Name | | Agency |
|--|--------------|----------------------------|
| Local Law Enforcement | Juan Noguera | Upland Police Department |
| Local Fire Department | David Davis | San Bernardino County Fire |
| American Red Cross contact, (if any) | | |
| | | |
| Schoolsite Council / Safety Planning Committee Members | | |
| Name | | Title |
| Martin Gomez | | Principal |
| Bo Whieldon, Dana El-Mahmoud | | Certificated |
| Martha Neale, Diane Torrez Ishida, Julian Bibby, Amy | | Classified |
| Gina Burciaga | | Parent |
| Deborah Aguirre, Paula Tabilo | | Student (If applicable) |
| Diana Lee, Erin Del Monte | | Medical Team Leader |
| Bo Whieldon | | S&R Team Leader |
| Betty Plascencia | | Reunification Team Leader |
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COMPREHENSIVE SCHOOL SAFETY PLAN

Step Two – Our schools vision of a safe place to learn

School Mission Statement

Upland High School prepares and inspires all students academically and socially to be responsible and productive members of a changing global society.

About our school, a safe place to learn

A brief description of our school's existing safety related programs, drills, staff, and partnership etc.

Upland High School has a safety committee that meets monthly to review and plan all safety related drills to ensure staff, students, and visitors on campus are aware of safety protocols. The committee works closely with Upland Police Department to revise and implement safety procedures.

- i. Earthquake drill, shelter in place, lock down drill, evacuation drill, active shooter training
- ii. Programs: PBIS, VAPE Educate, School-Connect, Signs of Suicide (SOS), Parent Square, HERO/Five-Star App
- iii. Student staff trainings, digital citizenship training, vape detectors in restrooms, metal detector wands, cameras throughout campus, breathalyzers, additional safety staff through outside vendor for large events, two school resource officers, a probation officer, as well as Interquest

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Step Three – Gather & assess school crime and safety data

3.1 - Safety Policies and Procedures

Ed Code 32282 establishes a list of required and recommended safety policies and procedures that must be included in the safety planning process. Check "included" indicating that you have attached a current PDF version of applicable policies and procedures to this plan. Remember, you can include other safety practices in your planning process that may not be mentioned in the law.

| Required Safety Policies/Procedures | |
|---|---------|
| Policy/Procedure | BP / AR |
| Child Abuse Reporting | BP / AR |
| Disaster Response Procedures | BP / AR |
| Suspension & Expulsion Policies | BP / AR |
| Procedure to notify teachers of dangerous pupils | BP / AR |
| Anti-Discrimination/Harassment Policy | BP / AR |
| Anti-Bullying Policy | BP / AR |
| School Dress Code re "anti-gang" apparel * | BP / AR |
| Procedure for safe ingress/egress | BP / AR |
| Rules for school discipline | BP / AR |
| Lockdown procedure | BP / AR |
| Tactical response procedure | BP / AR |
| Other Safety Policies/Procedures | |
| Haz-Mat with ¼ mile of campus * | BP / AR |
| Building evacuation plan | LINK |
| Campus evacuation plan | LINK |
| Bomb threat | BP / AR |
| Visitors on campus | BP / AR |
| Anti-sex abuse/trafficking procedures * | BP / AR |
| Guidelines for mental health and law enforcement contacts at school * | BP / AR |
| Procedures to address the mental health of students who have witnessed a violent act on campus, going to or headed from school, or at any other school related event *. | BP / AR |

* Not required but HIGHLY recommended in law

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Section 3.2 – Step Three Task Log.

Red numbers indicate the task is for the principal or designee.

| Form# | Primary Person Tasked |
|--|---|
| 3.3 Crime assessment | Betty Plascencia |
| 3.4 Tactical response | Plan Handled at District Level Lock-Down & evacuation procedure are school's responses |
| 3.5 Lockdown procedure | Admin Team |
| 3.6 Disaster plan, incident commander | Martin Gomez and Betty Plascencia |
| 3.7 Disaster plan, general | Safety Committee |
| 3.8 Disaster plan, medical team | Diana Lee |
| 3.9 Disaster plan, search & rescue | Bo Whieldon, Jessica Moran, Amy Gibsor |
| 3.10 Disaster plan, reunification | Betty Plascencia, Celina Ramirez |
| 3.11 Anti-Bullying | Brian Chavez |
| 3.12 Expulsion/Suspension/Discipline | Brian Chavez |
| 3.13 Notify teachers of dangerous pupils | Martin Gomez |
| 3.14 Pesticide & harmful materials plan | Robyn Wilson |
| 3.15 Visitors on campus | Jillian Salber |
| 3.16 Safe ingress/egress | Campus Proctors |
| 3.17 Anti-Harassment procedure | Laura McMullin |
| 3.18 Dress code, gang related apparel | Laura McMullin |
| 3.19 Child abuse reporting procedures | Betty Plascencia |
| 3.20 Existing resources | Betty Plascencia |

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3.3 – Assessment of Campus Crime

This assessment to be completed by the school principal or designee.

| Assessment performed by The listed name must be the person who does the assessment. | Date |
|--|----------|
| Betty Plascencia | 12/27/23 |

The purpose of this assessment to assure the school is aware of criminal behavior or dangerous trends occurring on campus or at school related functions. Consult with local law enforcement to be certain all relevant information is gathered.

Number of crimes reported on campus or at school related events.

These numbers are from the previous school year and will come from your local law enforcement agency as well as crimes that might not have been reported to the police such as significant vandalism or reported thefts. Internal data sources include work orders and insurance claims.

Type of crime

Avoid using code sections. For example, enter vandalism instead of 594 PC.

| Type | Number | Type | Number |
|------------------------------|--------|---------------------|--------|
| Battery on a Person | 3 | Alt with deadly we | 1 |
| Battery on School Employee | 1 | Dom Violence | 1 |
| Burglary | 1 | Child Abuse | 1 |
| Bench Warrant | 1 | Harassment w/person | 1 |
| Influence of a Controlled | 1 | crime w/intent to | 1 |
| In person on school/hospital | 1 | Petty Theft | 1 |

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

What we are doing well:

Kelvin School Climate Survey data indicates that 59% of students reported that they felt school was a place in which they felt safe.

What can we improve?: Continue to collaborate closely with law enforcement and conduct data reviews more frequently to assess trends and needs. Provide students, staff, and parents frequent information about safety procedures and practices.

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3.4 – Tactical Response Plan

This assessment to be completed by the school principal or designee.

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

| Assessment performed by The listed name must be the person who does the assessment. | Date |
|--|---------|
| Betty Plascencia | 1/29/24 |

The purpose of this assessment to assure that the campus has a “Tactical Response Plan” for dangerous criminal incidents occurring on campus, including incidents involving firearms, and that those plans support first responder efforts.

| | |
|---|-----|
| Does your local law enforcement agency have a “tactical response” plan for your school? Most modern first responder agencies do have tactical response plans in place for schools within their jurisdiction. If you do not know, it is your job to make sure. | Yes |
| Does your school have a plan for responding to dangerous criminal events on campus, including events involving firearms? Generally, such plans involve preparing for, initiating, maintaining, ending, and recovering from a lock-down or rapid evacuation. If you do not have this plan, skip the next question and add “Develop a Tactical Response Plan” as a suggested action plan. | Yes |
| Is your school plan coordinated with the law enforcement plan? The purpose of this assessment is to facilitate continual communications between the school and local first responder agencies. DON'T accept a District level “we’re working with local law enforcement” statement. It’s your job insure the school’s efforts are coordinated with responder efforts. | Yes |

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

| |
|---|
| <p>What we are doing well: “ All schools utilize a threat assessment process for any threat made to persons or property. The threat assessment team consists of consultation with, at minimum, administration, a school mental health professional, and law enforcement.” UHS holds regular trainings, and drills with follow up conversations. Follow up to make sure everyone knows what their responsibilities are.</p> <p>What can we improve?:Safety Plans must include “ Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or</p> |
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3.5 – Lockdown Plan

This assessment to be completed by the school principal or designee.

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

| Assessment performed by The listed name must be the person who does the assessment. | Date |
|--|------|
| Admin Team | |

The purpose of this assessment to assure the school is taking all reasonable steps to be prepared for a lock-down scenario.

| | |
|--|-----|
| Does the school have a lockdown procedure? If no, add create procedure as a suggested action plan. If yes, review the procedure and proceed to the next questions. | Yes |
| Does the procedure include redundant announcements? Redundant announcements refer to multiple ways of signaling a lockdown, such as bells, PA systems, flashing lights and any other means of campus mass communications. If the answer is no, suggest adding redundant announcements as an action plan. | No |
| Does the procedure include documentation and reviews of the drills? Dates/times of drills must be documented. A drill review would include information from staff visitors, and when age-appropriate, from students and include information related on how effective the drill was. If the answer is no, suggest adding an after-drill review. | Yes |

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

| | |
|--|---|
| | <p>What we are doing well: UHS holds regular drills and schoolwide trainings.</p> <p>What can we improve?: Expand the plan to have follow up procedures and debrief after an incident. Add redundant announcements/</p> |
|--|---|

COMPREHENSIVE SCHOOL SAFETY PLAN

3.6 - Disaster Plan – Incident Commander

This form to be completed by the school principal or designated Incident Commander

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

| Assessment performed by The listed name must be the person who does the assessment. | Date |
|--|------|
| Martin Gomez and Betty Plascencia | |

The purpose of this assessment to assure the Campus Incident Commander (IC) has the requisite training and supplies to manage the school during a disaster or other unusual occurrence requiring an Incident Command Post.

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|---|-----|
| Do the IC & alternate IC have NIMS/SEMS training? This includes ICS 100 & NIMS 700. You can check training requirements here. If no, add training as a suggested action plan. | No |
| Is there a list of IC forms & supplies? If no, add creating a list as a suggested action plan. | Yes |
| Are all required forms & supplies in place and serviceable? If no, add updating forms & supplies to suggested action plans. | Yes |

What are we doing well? Where can we improve?


A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

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|--|---|
| | <p>What we are doing well: The team is reviewing training and working on having members trained.</p> <p>What can we improve?: Principal and designee need current training.</p> |
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3.7 - Disaster Plan – General

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

| Assessment performed by | Date |
|---|---|
| The listed name must be the person who does the assessment. | |
| Safety Committee |  |

The purpose of this assessment to assure the school is taking all reasonable steps to be prepared for a disaster.

| | |
|--|-----|
| Is there an earthquake procedure in compliance with state law? (See Ed Code 32282 B(i)-(IV)(ii)) If no, add create procedures as a suggested action plan. | Yes |
| Is there a map of the school showing the location of gas and water meters? If no, add create maps as a suggested action plan. If yes, when was it last updated? | Yes |
| Is there a list of classroom disaster supplies? If no, add "create a list of classroom disaster supplies" as a suggested action plan. If yes, answer the next questions. | Yes |
| Are classroom supplies in place and serviceable? If no, add updating supplies as a suggested action plan. | No |
| Is there a procedure to routinely check for non-structural dangers? Non-structural dangers include, but are not limited to, heavy objects in high places, untethered bookcases/shelving, and other situations presenting otherwise avoidable injuries. | Yes |

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

| | |
|--|--|
| | <p>What we are doing well: Proactively pursuing information for clarification on these pieces.</p> <p>What can we improve?: Update supplies in classrooms.</p> |
|--|--|

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3.8 - Disaster Plan – Medical Team

This form should be completed by the school Medical Unit Leader. If no such position exists, consider the school nurse or other person who would be assigned to the Medical Unit in a disaster.

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

| Assessment performed by The listed name must be the person who does the assessment. | Date |
|--|---------|
| Diana Lee | 1/29/24 |

The purpose of this assessment to assure the campus medical team is prepared for a disaster.

| | |
|--|-----|
| Is there a written procedure for the campus medical team? If no, add "prepare written medical team procedure as suggested action plan. If yes, go to the next question. | Yes |
| Are there training requirements in the procedure? If no, add training requirements to the suggested action plans. If yes, go to the next question | Yes |
| Are medical team members trained to the procedure? If no, add training to suggested action plans. | Yes |
| Is there a list of medical team forms and supplies? If no, add create a list of medical team forms and supplies as a suggested action plan. If yes, go to the next question. | Yes |
| Are all forms and supplies in place and serviceable? If no, add obtaining required forms and supplies as a suggested action plan. | Yes |

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

| | |
|--|---|
| | <p>What we are doing well:Pursuant to Ed Code 32282 "a comprehensive school safety plan, and the school safety plan of a charter school, for a school serving pupils in any of grades 7 to 12, inclusive, to include the development of a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose."</p> <p>UUSD Board Policy states any trained District staff member shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose.</p> |
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3.9 – Disaster Plan – Search and Rescue

This form should be completed by the school Search & Rescue Team Leader. If no such position exists, consider a person who would be assigned to the Search & Rescue Unit in a disaster. Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

| Assessment performed by The listed name must be the person who does the assessment. | Date |
|--|---------|
| Bo Whieldon, Jessica Moran, Amy Gibsor | 1/29/24 |

The purpose of this assessment to assure the Campus Search & Rescue Team (S&R) has the requisite training and supplies to manage the school during a disaster.

| | |
|--|-----|
| Are there written procedures for the S&R unit? If no, add, "Create Search & Rescue procedures" as a suggested action plan. If yes, answer the next question. | Yes |
| Are there training recommendations? If no, add creating training recommendations to the suggested action plans. If yes, answer the next question. | No |
| Are S&R team members trained? If no, add obtain training to the suggested action plans. | No |
| Is there a list of S&R forms & supplies? If no, add creating a list to the suggested action plans. If yes, answer the next questions. | Yes |
| Are forms and supplies in place and serviceable? If no, add search & rescue supplies to the suggested action plans. | Yes |

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

What we are doing well: Getting the team members selected, the team organized, and creating an action plan that ensures that the S & R team can be effective, efficient, and safe at all times when an emergency has occurred.

What can we improve?: The one major thing we can improve upon is training. The S & R team needs to create a systematic training program that prepares all S & R members

COMPREHENSIVE SCHOOL SAFETY PLAN

3.10 – Disaster Plan – Reunification Team

This form should be completed by the school Reunification Team Leader. If no such position exists, consider a person who would be assigned to the Reunification Unit in a disaster. Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

| Assessment performed by The listed name must be the person who does the assessment. | Date |
|--|---------|
| Betty Plascencia, Celina Ramirez | 1/29/24 |

The purpose of this assessment to assure the Reunification Team has the requisite training and supplies to manage the school during a disaster or other unusual occurrence.

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|---|-----|
| Is there a procedure for reunification? If no, add, "Create reunification procedures" as a suggested action plan. If yes, answer the next question. | Yes |
| Is there a list of reunification forms & supplies? If no, add creating a list to the suggested action plans. If yes, answer the next question. | Yes |
| Are all forms & supplies in place and serviceable? If no, add reunification supplies to the suggested action plans. | Yes |

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

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|--|--|
| | What we are doing well: Plan and roles have been outlined. |
| | What can we improve?: Update staff with current process and roles. |

COMPREHENSIVE SCHOOL SAFETY PLAN

3.11 – Anti-Bullying Procedure

This form to be completed by the school principal or designee.

| Assessment performed by The listed name must be the person who does the assessment. | Date |
|--|---------|
| Brian Chavez | 1/29/24 |

The purpose of this assessment is to assure all staff have met minimum training requirements and to look for trends. Prior to this assessment, review school and school district policy on bullying. Also, when was the last time the school/school district performed a bullying survey? Is it time for a new one?

| | |
|--|--------------------------------|
| Is staff sufficiently trained in recognizing/responding to bullying? If "no," suggest training as an action plan. | Yes |
| Compare the numbers for the previous three years of bullying reports. Compare reports against survey bullying numbers (if any). | 10 - 21/22 9 - 22/23 6 - 23/24 |
| Is there an identified trend in bullying reports? Identify trends and consider action plans designed to promote what is working or where improvements can be made. | No |

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

| | |
|--|---|
| | <p>What we are doing well: Staff Bullying training provided through Alludo (Connect U). Students are trained during U-Time.</p> <p>What can we improve?: Educate students, staff and parents about the differences between bullying, conflict, and mean behavior.</p> |
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COMPREHENSIVE SCHOOL SAFETY PLAN

3.12 –Procedures for Expulsion, Suspension, and School Discipline

This form to be completed by the school principal or designee.

| Assessment performed by The listed name must be the person who does the assessment. | Date |
|---|-------------|
| Brian Chavez | 1/29/24 |

Review the numbers/reasons for the previous two years of expulsions.

21/22 (10) 22/23 (7)

Review the numbers/reasons for the previous two years of suspensions.

21/22 (266) 22/23 (215)

Review the numbers/reasons for the previous two years of disciplinary office referrals.

21/22 (3232) 22/23 (2193)

Do any of these comparisons suggest a trend?

If so, assess what you are doing well or what the challenges are and consider an action plan(s) to promote what working or address the challenges.

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

What we are doing well:A number of interventions have been implemented including the Alternative Learning Center (ALC) where students are provided workshops covering social emotional learning as well as VAPE Educate. In addition to this, more staff have been trained on Restorative Practices and the Positive Behavioral Intervention and Supports (PBIS) committee has been more intentional and proactive in implementing school-wide practices to improve school climate.

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Section 3.13 – Procedure to Notify Teachers of Dangerous Students

This form to be completed by the school principal or designee.


| Assessment performed by The listed name must be the person who does the assessment. | Date |
|---|-------------|
| Martin Gomez | 1/29/24 |

State law requires teachers of record be notified of students who have been suspended or convicted of any felony and certain misdemeanors. This assessment is to assure you are complying with that law. Review the law here. [\(Link to law\)](#)

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|---|-----|
| Is your school compliant with the law? If these notifications are not happening it is likely that the "fix" needs to come from a level above the school. If you are not making these notifications you should be specific that the District office has been made aware of the matter. | Yes |
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What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

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|  | What we are doing well: Standard Operating Procedure for notifying staff using Aeries (asterisks on roster) What can we improve?: Provide FERPA refresher training. |
|--|---|

COMPREHENSIVE SCHOOL SAFETY PLAN

Section 3.14 – Procedures for Pesticide or Other Harmful Material Spill

All related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

| Assessment performed by The listed name must be the person who does the assessment. | Date |
|--|---------|
| Robyn Wilson | 1/29/24 |

The purpose of this assessment to assure the school aware of, and taking all reasonable steps to be prepared for, a Hazardous Materials (HAZMAT) incident.

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|---|-----|
| Is there a potential pesticide or harmful material concern within ¼ mile of the school? This information should be provided by the local fire department. Response procedures generally follow evacuation plans or shelter in place plans. | No |
| Does the school have a shelter in place procedure? Shelter-in-place is similar to, but different to a lockdown. You can read about shelter in place here . If you do not have a shelter-in-place procedure, include creating one as a suggested action plan item. If you do have a procedure, answer the following questions. | Yes |
| Are staff aware of shelter in place and evacuation plans? This requires a simple survey of staff asking if they are aware of the plan? | Yes |

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

| | |
|--|--|
| | <p>What we are doing well: UHS continues to store Hazardous Waste in the proper area with proper labeling.</p> <p>What can we improve?: No improvements suggested.</p> |
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COMPREHENSIVE SCHOOL SAFETY PLAN

Section 3.15 – Procedures for Visitors on Campus

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

| Assessment performed by The listed name must be the person who does the assessment. This can be a group project. | Date |
|---|---------|
| Jillian Salber | 1/29/24 |

| | |
|---|-----------|
| Are there written guidelines for visitors on campus? If no, add "prepare written guidelines for visitors on campus" to action plans. | Yes |
| Is there sufficient signage guiding visitors? Best practice is to have multilingual signs directing visitors to check in location(s). Additionally, signage should be clear that failing to check in could result in law enforcement being called. | Yes |
| Are staff and students (age appropriate) trained how to report unidentified visitors on campus? Best practice is to establish a "culture of compliance" related to visitors. Staff and students should instinctively know how to direct or report unidentified visitors | No |
| Conduct a survey Pick a random week and survey the campus to determine if any visitors are on campus that did not follow the procedure. You can use other safety committee members to assist you. | Completed |

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

| | |
|--|---|
| | <p>What we are doing well: Use of Raptor System for checking in all visitors</p> <p>What can we improve?: Provide directions and training specific to students for reporting unidentified visitors.</p> |
|--|---|

COMPREHENSIVE SCHOOL SAFETY PLAN

Section 3.16 – Plan for Safe Ingress and Egress

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

| Assessment performed by The listed name must be the person who does the assessment. This can be a group project. | Date |
|---|---------|
| Campus Proctors | 1/29/24 |

An ingress/egress plan is generally a map of the school, created in cooperation with law enforcement, fire department, and neighbors, designating "routine" arrival and departure points as well as emergency departure paths (showing both building evacuation paths, campus evacuation paths, as well as assembly areas.) Although it is not always possible, the ideal arrival plan limits points of access to only those areas that can be monitored by staff and/or cameras that are monitored by staff. An emergency egress plan must take into consideration how locked gates might be opened during an emergency.

| | |
|--|-----|
| Does the school have a written ingress/egress plan? If no, add "Create ingress/egress plan" to the suggested action plans. | Yes |
| Does the school have a plan to assure exterior gates and doors are locked during school hours? The plan should go beyond requiring gates doors to be locked to include some sort of daily check. | Yes |
| Is there a plan to assure designated gates can be unlocked to facilitate emergency egress? Check for redundancy in opening locked gates. What if the primary "key holder" was not available? | Yes |
| Is there sufficient signage directing visitors? If no, add "consider exterior/interior signage" to suggested action plans. | No |

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

| |
|--|
| <p>What we are doing well: SB 323 (ii) The evaluation of a comprehensive school safety plan... shall include ensuring that the plan includes appropriate adaptations for pupils with disabilities, so that so that all students have the ability to access disaster safety procedures described in the comprehensive school safety plan</p> <p>What can we improve?: We need to improve, include discussion of any adaptations for</p> |
|--|

COMPREHENSIVE SCHOOL SAFETY PLAN

3.17 Anti-Harassment Procedure

This form to be completed by the school principal or designee.

| Assessment performed by The listed name must be the person who does the assessment. | Date |
|--|---------|
| Laura McMullin | 1/29/24 |

| | |
|--|-----|
| Are all staff members trained as required in policy? A "no" answer requires a suggested action plan that all staff meet training requirements. | Yes |
|--|-----|

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

| | |
|--|---|
| | <p>What we are doing well: Training module provided through Alludo (Connect U)</p> <p>What can we improve?: Confirm all staff have completed required trainings and provide refreshers throughout the year.</p> |
|--|---|

COMPREHENSIVE SCHOOL SAFETY PLAN

Section 3.18 – Dress Code – “Gang Related Apparel”

| Assessment performed by The listed name must be the person who does the assessment. | Date |
|---|-------------|
| Laura McMullin | 1/29/24 |

Review the current policy, specific to “gang related apparel.”

If the policy does not address gang related apparel, disregard this assessment. If it does, continue.

Conduct a survey

Pick random times during a week and walk the campus specifically looking for violations of this policy. You can ask other safety team members to assist you with this survey.

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

What we are doing well: Staff is consistently enforcing the dress code policy which is shared with students, staff, and parents at the beginning of the year and in the Student Handbook.

What can we improve?: Receive current training on gang practices around the area.

COMPREHENSIVE SCHOOL SAFETY PLAN

3.19 – Child Abuse Reporting Procedure

This form to be completed by the school principal or designee.

| Assessment performed by The listed name must be the person who does the assessment. | Date |
|--|---------|
| Betty Plascencia | 1/22/24 |

Review your policy, specific to mandatory training.

| | |
|--|-----|
| Are all staff members current in required training? This information should be available through Human Resources. If "no" add an action plan to have all staff current on this training. | Yes |
|--|-----|

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

| | |
|--|--|
| | <p>What we are doing well: Training provided through Allude (Connect U).</p> <p>What can we improve?: Provide a refresher in person training mid-year.</p> |
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COMPREHENSIVE SCHOOL SAFETY PLAN

Section 3.20 – Existing Resources

| Assessment performed by The listed name must be the person who does the assessment. This can be a group project. | Date |
|---|---------|
| Betty Plascencia | 1/29/24 |

The law requires safety goals that are specific to the “needs and resources” of that school. This form helps stakeholders accomplish this expectation by establishing a realistic understanding of resources before goals are developed.

Keep in mind “resources” include, but are not limited to funding, volunteerism, and technical support. One of your goals may be to ask parent groups and other partners to set aside funds to accomplish goals. Another goal might be to establish a list of volunteers, including volunteers with specific skill sets, and partners that might be able to furnish the supplies or non-monetary resources. Use a second or third form if needed.

In the “Type” column, “funding” means the group can provide money. “Time” means the group/person can provide time that might be needed for safety projects/programs. An example of “Time” would be parent or other volunteers who agree to walk the exterior of the school from time to time to assure gates and exterior doors are shut and locked.

| RESOURCE | TYPE | DESCRIPTION |
|-----------------------|---------|------------------|
| School Safety Budget | FUNDING | EST \$ |
| Parent Group(s) | FUNDING | EST \$ 0 |
| Other funding sources | FUNDING | EST \$ 15,000.00 |
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COMPREHENSIVE SCHOOL SAFETY PLAN

Step Four – Assets/Suggested Action Plans

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| <p>3.3 Crime On Campus</p> <p>Physical Social</p> | <p>What we are doing well: Kelvin School Climate Survey data indicates that 59% of students reported that they felt school was a place in which they felt safe.</p> <p>What can we improve?: Continue to collaborate closely with law enforcement and conduct data reviews more frequently to assess trends and needs. Provide students, staff, and parents frequent information about safety procedures and practices.</p> |
| <p>3.4 Tactical Response</p> <p>Physical</p> | <p>What we are doing well: “ All schools utilize a threat assessment process for any threat made to persons or property. The threat assessment team consists of consultation with, at minimum, administration, a school mental health professional, and law enforcement.” UHS holds regular trainings, and drills with follow up conversations. Follow up to make sure everyone knows what their responsibilities are.</p> <p>What can we improve?: Safety Plans must include “ Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school.”</p> |
| <p>3.5 Lockdown</p> <p>Physical</p> | <p>What we are doing well: UHS holds regular drills and schoolwide trainings.</p> <p>What can we improve?: Expand the plan to have follow up procedures and debrief after an incident. Add redundant announcements/</p> |
| <p>3.6 Disaster Incident Commander</p> <p>Physical</p> | <p>What we are doing well: The team is reviewing training and working on having members trained.</p> <p>What can we improve?: Principal and designee need current training.</p> |
| <p>3.7 Disaster General</p> <p>Physical</p> | <p>What we are doing well: Proactively pursuing information for clarification on these pieces.</p> <p>What can we improve?: Update supplies in classrooms.</p> |
| <p>3.8 Disaster Medical</p> <p>Physical</p> | <p>What we are doing well: Pursuant to Ed Code 32282 “a comprehensive school safety plan, and the school safety plan of a charter school, for a school serving pupils in any of grades 7 to 12, inclusive, to include the development of a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.”</p> <p>UUSD Board Policy states any trained District staff member shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3) Superintendent or designee shall train and distribute Narcan Kits to District staff and replace them if used or expired.</p> <p>The following individuals are trained: For the district: Campus safety, health techs, administrators as of 2022/2023 Campus safety, administrators, as well as a few teachers Naloxone is present on campus in Student Services as well as the Health Office. Training is offered yearly as well as when requested. Additionally, training is offered to all staff during professional learning dates.</p> <p>There is an action plan in place that expedites quick response and care for staff and students. Collaboration between medical team, campus security, and administration is fluid and comprehensive.</p> <p>What can we improve?: Update of the action plan is needed as new members have joined the team. More formal procedural resources need to be easily accessible for staff covering the health office. Radio call protocols also need to be revised to provide clear communication during an emergency.</p> |
| | |
| | |

COMPREHENSIVE SCHOOL SAFETY PLAN

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|---|--|
| <p>3.9 Disaster S&R</p> <p>Physical</p> | <p>What we are doing well: Getting the team members selected, the team organized, and creating an action plan that ensures that the S & R team can be effective, efficient, and safe at all times when an emergency has occurred.</p> <p>What can we improve?: The one major thing we can improve upon is training. The S & R team needs to create a systematic training program that prepares all S & R members for emergency response.</p> |
| <p>3.10 Disaster Reunify</p> <p>Physical</p> | <p>What we are doing well: Plan and roles have been outlined.</p> <p>What can we improve?: Update staff with current process and roles.</p> |
| <p>3.11 Anti Bullying</p> <p>Social</p> | <p>What we are doing well: Staff Bullying training provided through Alludo (Connect U). Students are trained during U-Time.</p> <p>What can we improve?: Educate students, staff and parents about the differences between bullying, conflict, and mean behavior.</p> |
| <p>3.12 Expulsion Susp Discipline</p> <p>Social</p> | <p>What we are doing well: A number of interventions have been implemented including the Alternative Learning Center (ALC) where students are provided workshops covering social emotional learning as well as VAPE Educate. In addition to this, more staff have been trained on Restorative Practices and the Positive Behavioral Intervention and Supports (PBIS) committee has been more intentional and proactive in implementing school-wide practices to improve school climate.</p> <p>What can we improve?: The team continues to work on strengthening practices and is currently looking for a program that would support staff and students. Additionally, the team continues to look for ways to improve the ALC.</p> |
| <p>3.13 Notify of Dangerous Pupils</p> <p>Social</p> | <p>What we are doing well: Standard Operating Procedure for notifying staff using Aeries (asterisks on roster)</p> <p>What can we improve?: Provide FERPA refresher training.</p> |
| <p>3.14 Pesticide Harmful Material</p> <p>Physical</p> | <p>What we are doing well: UHS continues to store Hazardous Waste in the proper area with proper labeling.</p> <p>What can we improve?: No improvements suggested.</p> |

COMPREHENSIVE SCHOOL SAFETY PLAN

| | |
|---|---|
| 3.15 Visitors on Campus Social | What we are doing well: Use of Raptor System for checking in all visitors What can we improve?: Provide directions and training specific to students for reporting unidentified visitors. |
| 3.16 Safe ingress Egress Physical | What we are doing well: SB 323 (ii) The evaluation of a comprehensive school safety plan... shall include ensuring that the plan includes appropriate adaptations for pupils with disabilities, so that so that all students have the ability to access disaster safety procedures described in the comprehensive school safety plan What can we improve?: We need to improve, include discussion of any adaptations for pupils with disabilities in the development of the plan. This was discussed with SSC. Additionally, more signage overall is needed on campus. |
| 3.17 Anti Harassment Social | What we are doing well: Training module provided through Alludo (Connect U) What can we improve?: Confirm all staff have completed required trainings and provide refreshers throughout the year. |
| 3.18 Gang Apparel Social | What we are doing well: Staff is consistently enforcing the dress code policy which is shared with students, staff, and parents at the beginning of the year and in the Student Handbook. What can we improve?: Receive current training on gang practices around the area. |
| 3.19 Child Abuse Reporting Social | What we are doing well: Training provided through Allude (Connect U). What can we improve?: Provide a refresher in person training mid-year. |
| 3.20 Existing Resources Physical Social | What we are doing well: What can we improve?: |

COMPREHENSIVE SCHOOL SAFETY PLAN

Step Five - Select and implement strategies for a safe and orderly environment.

Prioritizing the information gathered in Step Four, our team has developed the following goals designed to enhance our efforts at maintaining a safe and orderly environment

Section 5.1 - Component 1 Goal - "People."

The social climate, people and programs.

Ed Code 32281(b)(1) "Relevant to the needs and resources of that particular school."

Implementation of a student identification system and reporting of safety concerns using various media and trainings.

*Training during U-Time

*Informational fliers

*Student tip-line

Main concentration will be educating students on all safety concerns regarding students/staff/site safety plan.

This goal pertains to the school's social climate, considering assets and challenges. Based on our assessment, achieving this goal should assist in improving the overall safety of students, staff, and visitors on our campus.

Section 5.1.1 - Action Plans for "People" Goal

| Task | Person | Due Date |
|--|------------------|----------|
| Train students on how to report unverified | Safety Committee | 5/3/24 |
| | | |
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| | | |

COMPREHENSIVE SCHOOL SAFETY PLAN

Section 5.2 - Component 2 Goal - "Place."

The physical environment.

Ed Code 32281(b)(1) "Relevant to the needs and resources of that particular school."

Increase and update signage on campus to heighten awareness of safety protocols.

- i. Signs will include reporting suspicious/dangerous behavior (Tip-Line); evacuation maps;
- ii. Each building entry and exit. Central locations on campus and classrooms.
- iii. Athletic Director, Bo Whieldon, will design
- iv. Maintenance will install the signs
- v. Quick safety guide for visitors will be created by the sub coordinator (Diane Torres-Ishida) and Informational Services Specialist (Martha Neale).

This goal pertains to the physical school grounds, considering assets and challenges. Based on our assessment, achieving this goal should assist in improving the overall safety of students, staff, and visitors on our campus.

Section 5.2.1 Action Plans for "Place" Goal

| Task | Person | Due Date |
|----------------|------------------|----------|
| Update signage | Safety Committee | 6/14/24 |
| | | |
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COMPREHENSIVE SCHOOL SAFETY PLAN

Step Six – Share & adopt the plan

Section 6.1 - Public Meeting

Ed Code 32288 (2) (b) (1) - Before adopting its comprehensive school safety plan, the schoolsite council or school safety planning committee shall hold a public meeting at the schoolsite in order to allow members of the public the opportunity to express an opinion about the school safety plan.

| On the indicated date, we shared our plan at a public meeting. The notice of the meeting as well as a list of required invitees is attached to this plan. | Date |
|---|---------|
| | 2/29/24 |

Section 6.2 - Adoption of School Safety Plan



Ed Code 32286(a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter.

| On the indicated date our Committee met and voted to adopt our school safety plan. The minutes from this meeting are attached to this plan. The plan was then forwarded to the District Officer for approval. | Date |
|---|---------|
| | 1/23/24 |

Step Seven – Revise and evaluate

This plan represents a continual safety process. Stakeholders at our school will continue to evaluate the progress and impact of the listed goals while, at the same time, starting the systematic planning process over again at the beginning of the next school year.

Safety is a process!!

COMPREHENSIVE SCHOOL SAFETY PLAN

SECTION TWO

Supporting Documents