

## COMPREHENSIVE SCHOOL SAFETY PLAN – EXECUTIVE SUMMARY

<b>SCHOOL</b>	Magnolia Elementary
<b>SCHOOL YEAR</b>	2024-2025
<b>PRINCIPAL</b>	Caryn Sanchez

In compliance with State law and Board policy, stakeholders 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**

After careful reflection of our emergency plans and procedures, we are committed to continuously improve safety across our campus.

- Trained staff: respond to various emergencies and security situations.
- Visible presence: Staff and security personnel regularly patrol the campus to deter misconduct.
- Emergency response plans: Clearly defined plans for various emergencies, including drills and exercises to ensure preparedness.

### **GOAL - 2**

We strive to create a well-maintained and secure perimeter: Fencing, gates, and access control to prevent unauthorized entry.

- Adequate lighting: Well-lit areas to enhance visibility and deter potential threats.
- Surveillance systems: Security cameras strategically placed to monitor key areas.
- Emergency exits: Clearly marked and easily accessible routes in case of evacuation.
- Ongoing evaluation of security measures: Regular assessments to identify areas for improvement and address emerging threats.

### **FOR ADMINISTRATIVE USE ONLY**

Procedure for Comprehensive Safe School Plans	See Policy #BP 0450
Plan adopted on	February 12, 2025
Plan approved on	February 12, 2025



## **SECTION ONE**

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

## 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 to potential incidents involving crimes and violence on 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 the 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 a 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.

<u>Ed</u>	<u>Code</u>
<u>32280</u>	<u>A</u>
<i>“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.</i>	

School Name	Magnolia Elementary
Principal	Caryn Sanchez
School year Plan is for the upcoming school year	2025-2026

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.



## **Step Two – Our school's vision of a safe place to learn**

### **School Mission Statement**

Magnolia Elementary students receive the skills necessary to achieve their potential for a limitless future.

Magnolia Elementary School promotes high levels of academic achievement, supports the development of positive relationships, and enriches students' lives through education in a safe and inclusive learning environment that nurtures the whole child.

### **About our school, a safe place to learn**

Vision: At Magnolia Elementary, we are dedicated to maintaining a physically safe and secure learning environment where students, staff, and visitors feel protected and cared for.

Mission: We create this environment with proactive measures, well-established safety protocols, and a commitment to ongoing improvements.

We have several programs or procedures in place that assist us in providing education in a safe manner:

- SW expectation assemblies
- Wellness room
- School Counselor
- Digital Citizenship
- Closed Campus
- Staff presence at all open gates during arrival and dismissal
- Locked office doors-buzzed in
- Locked doors to campus-buzzed in
- Raptor System-driver's license and printed badge
- PBIS
- Second Step SEL Curriculum
- Project Wisdom-morning announcement
- Mindfulness
- Links
- Reading Buddies
- Student Council
- Lock blocks on doors and blackout curtains on interior door windows.

### **What does a safe campus look like?**

A safe school campus encompasses a variety of features and practices aimed at providing a secure and conducive environment for students, staff, and visitors. Creating a safe school campus involves a multifaceted approach that combines physical security, personnel training, community involvement, and a positive school culture. It's essential to adapt strategies based on the unique needs and challenges of Magnolia Elementary.

## Comprehensive School Safety Plan

### 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- <b>Emergency Plan</b> ( <a href="http://bit.ly/magemgplan">bit.ly/magemgplan</a> )	<a href="#">Click Here</a>
Campus Evacuation plan- <b>Reunification Plan</b> ( <a href="http://bit.ly/magreunplan">bit.ly/magreunplan</a> )	<a href="#">Click Here</a>
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

**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	Caryn Sanchez and UPD
3.4 Tactical response	Plan Handled at District Level Lock-down & evacuation procedures are school's responses
3.5 Lockdown procedure	All Staff and UPD
3.6 Disaster plan, incident commander	Caryn Sanchez
3.7 Disaster plan, general	Safety Committee
3.8 Disaster plan, medical team	Cynthia Mazariegos
3.9 Disaster plan, search & rescue	Variety of Staff
3.10 Disaster plan, reunification	Sandy Scruggs and Susie Nuccio
3.11 Anti-Bullying	Caryn Sanchez, Chantel Sarver, and all Staff
3.12 Expulsion/Suspension/Discipline	Caryn Sanchez and Chantel Sarver
3.13 Notify teachers of dangerous pupils	Caryn Sanchez and Chantel Sarver
3.14 Pesticide & Harmful Materials Plan	Jeff Teachout
3.15 Visitors on campus	Sandy Scruggs and Dani Willard
3.16 Safe ingress/egress	Caryn Sanchez
3.17 Anti-Harassment procedure	Caryn Sanchez and Chantel Sarver
3.18 Dress code, gang related apparel	Caryn Sanchez and Chantel Sarver
3.19 Child abuse reporting procedures	All Staff
3.20 Existing resources	Safety Team

### 3.3 – Assessment of Campus Crime

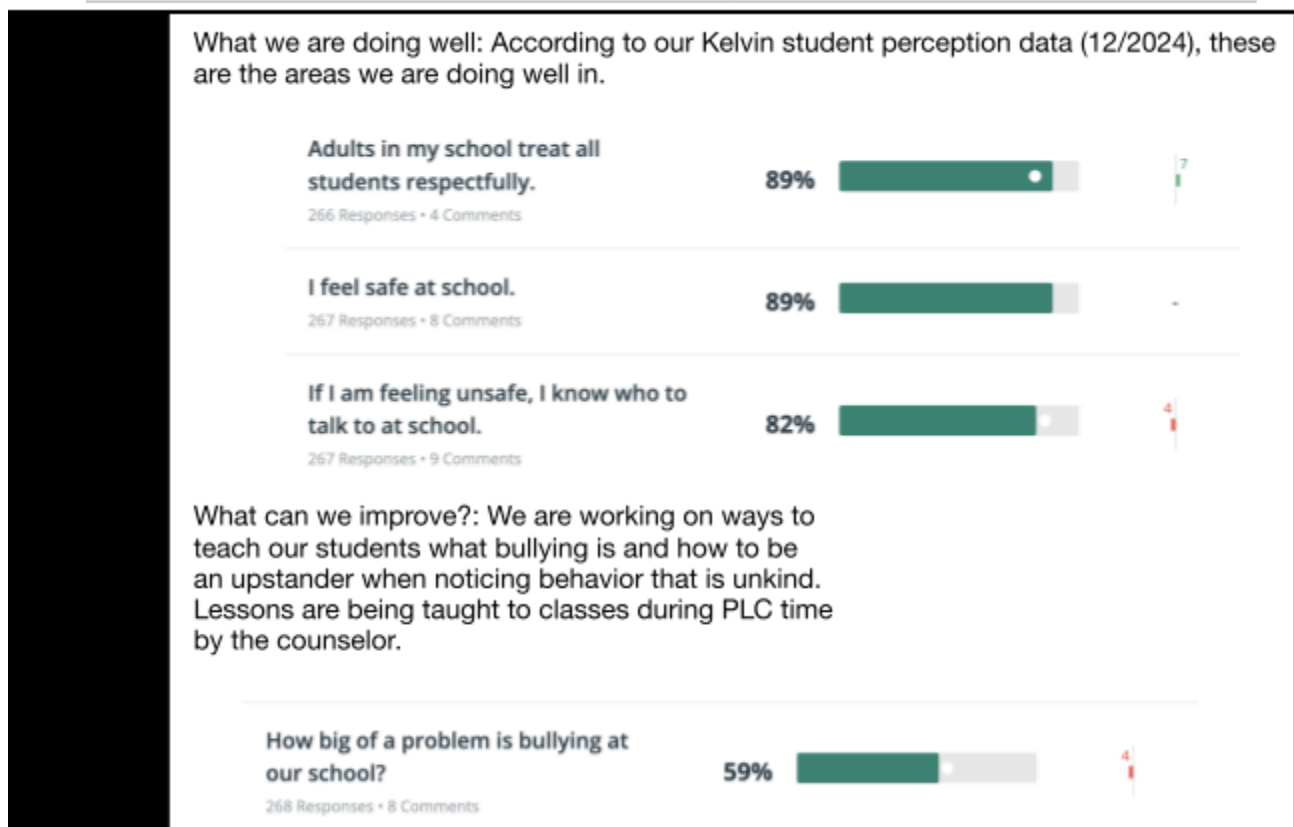
This assessment to be completed by the school principal or designee.

Assessment performed by	Date
The listed name must be the person who does the assessment.	
Upland PD and Magnolia's Safety Committee	12/3/24

The purpose of this assessment is to ensure that the school is aware of criminal behavior or dangerous trends occurring on or around campus or at school-related functions.

The report below provides an overview of crime from the previous year that took place in the areas surrounding our school and within our residential neighborhoods. The bolded types of crime received a case number and all other crimes were called into the police department, which did not result in a case number.

Type	#
<b>OTHER (1)</b>	<b>4</b>
<b>TC UNKNOWN INJURY</b>	<b>1</b>
<b>CPS REFERRAL(1)</b>	<b>2</b>



### 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.

<b>Assessment performed by</b> The listed name must be the person who does the assessment.	<b>Date</b>
Caryn Sanchez and the Safety Committee	12/5/24

The purpose of this assessment is 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.

<p><b>Does your local law enforcement agency have a “tactical response” plan for your school?</b> 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.</p>	Yes
<p><b>Does your school have a plan for responding to dangerous criminal events on campus, including events involving firearms?</b> 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.</p>	Yes
<p><b>Is your school plan coordinated with the law enforcement plan?</b> 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 ensure the school’s efforts are coordinated with responder efforts.</p>	Yes

#### What are we doing well?

The tactical response plan for schools employing the run/hide/fight protocol prioritizes swift action and decisive decision-making in the face of an active threat. In the event of an emergency, individuals are instructed to assess their surroundings and, if safe to do so, evacuate the premises (run). If evacuation is not possible, individuals should seek refuge in a secure location, locking doors and barricading entry points (hide). As a last resort, if confronted directly by the threat and unable to escape or hide, individuals are empowered to defend themselves using any available means (fight). Our school coordinates with Upland PD to provide training in the tactical response plan once a year. Teachers deliver this information to students in an age-appropriate manner. In addition, school resource officers deliver an in-person training to all students at the secondary level once per year.

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, the administration, a school mental health professional, and law enforcement.

Essential Staff that Participate in Threat Assessments: Chantel Sarver, Caryn Sanchez, and Lindsay Viega-Estrada,

In accordance with AB 1858. Magnolia does not hold armed assailant drills.

#### Where can we improve?

Continue to report to administration suspicious activity and threats. The school needs to invest in red

emergency backpacks that last a long time. Many backpacks will not zip up anymore or have ripped.

**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.

<b>Assessment performed by</b> The listed name must be the person who does the assessment.	Date
Safety Committee	12/5/24

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

<b>Does the school have a lockdown procedure?</b> If no, add create procedure as a suggested action plan. If yes, review the procedure and proceed to the next questions.	Yes
<b>Does the procedure include redundant announcements?</b> 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.	Yes
<b>Does the procedure include documentation and reviews of the drills?</b> 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><b>What are we doing well?</b></p> <p>Yearly training in collaboration with UPD and drills to ensure staff and students are aware of lockdown and shelter-in-place procedures.</p> <p><b>Where can we improve?</b></p> <p>Staff need to remember to close their skylights. Remind staff never to open the door to a lockdown due to an announcement. Put a work order in for the service gate to fix the deadbolt and ensure it cannot be easily opened if leaned on or pushed.</p>
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**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.

<b>Assessment performed by</b> The listed name must be the person who does the assessment.	Date
Safety Committee	2024

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.

<b>Do the IC &amp; alternate IC have NIMS/SEMS training?</b> This includes <a href="#">ICS 100</a> & NIMS 700. If no, add training as a suggested action plan. <a href="#">Additional training for school teams</a>	No
<b>Is there a list of IC forms &amp; supplies?</b> If no, add creating a list as a suggested action plan.	Yes
<b>Are all required forms &amp; supplies in place and serviceable?</b> 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

**What are we doing well?**

Maps with buildings and room numbers, a folder with emergency contacts for all students, a reunification plan, and a pocket chart to quickly identify rooms needing medical attention or having missing students.

**Where can we improve?**

Yearly inventory of medical supplies, batteries, food/water supply, generator checks, and search and rescue tools and supplies inventory. Through our School Site Council committee, it was brought up to notify our neighbors about our 2nd choice location in our Reunification Plan. We need to ensure that the folder with emergency contacts has the teacher listed for each student.

**3.7 - Disaster Plan – General**

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
Safety Committee	12/5/24

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

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

[Developed Instructional Continuity Plan](#)

<p><b>What are we doing well?</b></p> <p>Yearly backpack checks and restocks, monitor the expiration of food and water in the safety bin, walk with the custodian to ensure structural safety, update student rosters, and print them monthly or when a new student is added to a class.</p> <p><b>Where can we improve?</b></p> <p>When a new student enrolls, ensure a system that incorporates a new roster and emergency card to be placed in the teacher's emergency backpack. Schedule monthly walks with custodial staff to walk the campus to inspect structural stability. Our custodian will complete an inspection of furniture in rooms to ensure they are tethered to the walls to avoid injury in the event of a disaster.</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	Date
The listed name must be the person who does the assessment.	
Cynthia Mazariegos	1/22/24

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

<b>Is there a written procedure for the campus medical team?</b> If no, add “prepare written medical team procedure as a suggested action plan. If yes, go to the next question.	Yes
<b>Are there training requirements in the procedure?</b> If no, add training requirements to the suggested action plans. If yes, go to the next question	Yes
<b>Are medical team members trained in the procedure?</b> If no, add training to suggested action plans.	Yes
<b>Is there a list of medical team forms and supplies?</b> If no, create a list of medical team forms and supplies as a suggested action plan. If yes, go to the next question.	Yes
<b>Are all forms and supplies in place and serviceable?</b> If no, add obtaining the 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><b>What are we doing well?</b></p> <p>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)</p> <p>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:</p> <ul style="list-style-type: none"> <li>● For the district: Campus safety, health techs, administrators as of 2022/2023.</li> <li>● Indicate specific staff for your site: Caryn Sanchez, Chantel Sarver, Cynthia Mazariegos, and</li> <li>● Naloxone is present on campus at located in the medical.</li> </ul> <p><b>Where can we improve?</b></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.

<b>Assessment performed by</b> The listed name must be the person who does the assessment.	<b>Date</b>
Variety of Staff	1/22/25

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

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

<p><b>What are we doing well?</b> All Search and Rescue team members search and communicate needs with the command post during drills. This year the command post used a laminated map and a Vis-a-Vis pen to notate searched and cleared buildings.</p> <p><b>Where can we improve?</b> Ramp up our drills with staged staff and/or students during drills. Continue to provide a master key to our Search and Rescue teams so they can get into locked rooms.</p>
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### 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.

<b>Assessment performed by</b> The listed name must be the person who does the assessment.	<b>Date</b>
Sandy Scruggs and Susie Nuccio	1/22/25

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

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

**What are we doing well?** We have a reunification plan in place that was created in conjunction with UPD. This plan incorporates two exit strategies depending on the location of danger or threat on our campus.

**Where can we improve?** Making sure all staff understand the plan and are signed up to through our Raptor app for effective communication during an emergency. Making sure to bring a folding table with us when moving to a Reunification area.

**3.11 – Anti-Bullying Procedure**

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

<b>Assessment performed by</b> The listed name must be the person who does the assessment.	<b>Date</b>
Caryn Sanchez and Chantel Sarver	1/22/25

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?

<b>Is staff sufficiently trained in recognizing/responding to bullying?</b> If “no,” suggest training as an action plan.	Yes
<b>Compare the numbers for the previous three years of bullying reports. Compare reports against survey bullying numbers (if any).</b>	
<b>Is there an identified trend in bullying reports?</b> Identify trends and consider action plans designed to promote what is working or where improvements can be made.	

**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 are we doing well?** Staff training about bullying through yearly HR compliance, Student school wide behavior expectation assemblies, digital, paper, and anonymous reporting options for bullying. As of 4/2/25 we have one Ed. Code violation of bullying. On our Kelvin student perception data, 41% of students responded that bullying is a serious or severe problem at our school. We had 3 reports of bullying that were investigated and unsubstantiated. This is an increase in 1 from the prior year.

**Where can we improve?** Continue to educate students what bullying is, on the benefits of being an upstander, and how to report situations they witness.

**3.12 –Procedures for Expulsion, Suspension, and School Discipline**

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

<b>Assessment performed by</b> The listed name must be the person who does the assessment.	<b>Date</b>
Caryn Sanchez and Chantel Sarver	1/22/24

<b>Review the numbers/reasons for the previous two years of expulsions.</b> 22/23 (0) 23/24 (0) YTD (0)
<b>Review the numbers/reasons for the previous two years of suspensions.</b> Numbers: 22/23 (9) 23/24 (8) YTD (7) Reasons: EC48900a1-Physical Injury & Ec48900a2-Use of Force
<b>Review the numbers/reasons for the previous two years of disciplinary office referrals.</b> Numbers: 22/23 N/A 23/24 (54) YTD (32) Reasons: EC48900a-Physical Injury, Ec48900a2-Use of Force, EC48900i-Obscenity/Profanity, EC48900f-Vandalism, EC48900r-Bullying, Defiance/Disruption-EC48900k, EC48900.4-Harrassment, & Turnacy.
<b>Do any of these comparisons suggest a trend?</b> If so, assess what you are doing well or what the challenges are and consider an action plan(s) to promote what is 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

<p><b>What are we doing well?</b> Continuing to use our Wellness Center and Aide to provide: Temperature checks, Girls groups, Check in and Out systems, targeted small group instruction, implement Restorative Practices and other means of correction, and Boot Camp lessons.</p> <p><b>Where can we improve?</b> Communicating with the parents and staff about the progress our students make with our Tier 2 interventions and the skills they have learned.</p>
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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.

<b>Assessment performed by</b> The listed name must be the person who does the assessment.	<b>Date</b>
Caryn Sanchez and Chantel Sarver	1/22/25

State law requires teachers of record to 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. [\(Link to law\)](#)

<b>Is your school compliant with the law?</b> 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

<p><b>What are we doing well?</b> Standard Operating Procedure for notifying staff using Aeries (asterisks on roster).</p> <p><b>What can we improve?</b> N/A</p>
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**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.

<b>Assessment performed by</b> The listed name must be the person who does the assessment.	Date
Jeff Teachout	1/22/25

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

<b>Is there a potential pesticide or harmful material concern within ¼ mile of the school?</b> This information should be provided by the local fire department. Response procedures generally follow evacuation plans or shelter in place plans.	No
<b>Does the school have a shelter in place procedure?</b> Shelter-in-place is similar to, but different to a lockdown. <a href="#">You can read about shelter in place here</a> . 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
<b>Are staff aware of shelter in place and evacuation plans?</b> 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><b>What are we doing well?</b> All staff participate in Shelter in Place drills and are aware of evacuation procedures.</p> <p><b>Where can we improve?</b></p>
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**Section 3.15 – Procedures for Visitors on Campus**

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

<p style="text-align: center;"><b>Assessment performed by</b></p> <p style="text-align: center;">The listed name must be the person who does the assessment. This can be a group project.</p>	<p style="text-align: center;"><b>Date</b></p>
Sandy Scruggs	1/22/25

<p><b>Are there written guidelines for visitors on campus?</b> If not, add “prepare written guidelines for visitors on campus” to action plans.</p>	Yes
<p><b>Is there sufficient signage guiding visitors?</b> 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.</p>	Yes
<p><b>Are staff and students (age appropriate) trained on how to report unidentified visitors on campus?</b> 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</p>	Yes
<p><b>Conduct a survey</b> 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.</p>	

**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><b>What are we doing well?</b> This year we have switched to using Raptor as our way of checking in all visitors. Badges are printed for all visitors without a district or agency badge. This allows staff to easily identify visitors on campus who have been properly checked in and report those who do not have a printed or physical badge.</p>
<p><b>Where can we improve?</b> On days that Magnolia experiences a high volume of visitors, print our visitor expectation for adults to read before volunteering in the classroom.  Ensure that after tardy students arrive the door leading from the office to campus is locked and visitors are buzzed in. Create a sign that states the door is locked: Please wait to be buzzed in. Similar to the sign on the front office door.</p>

**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.

<p style="text-align: center;"><b>Assessment performed by</b></p> <p style="text-align: center;">The listed name must be the person who does the assessment. This can be a group project.</p>	<p style="text-align: center;"><b>Date</b></p>

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.

<p><b>Does the school have a written ingress/egress plan?</b> If not, add “Create ingress/egress plan” to the suggested action plans.</p>	<p style="text-align: center;">Yes</p>
<p><b>Does the school have a plan to assure exterior gates and doors are locked during school hours?</b> The plan should go beyond requiring gates doors to be locked to include some sort of daily check.</p>	<p style="text-align: center;">yes</p>
<p><b>Is there a plan to assure designated gates can be unlocked to facilitate emergency egress?</b> Check for redundancy in opening locked gates. What if the primary “key holder” was not available?</p>	<p style="text-align: center;">Yes</p>
<p><b>Is there sufficient signage directing visitors?</b> If not, add “consider exterior/interior signage” to suggested action plans.</p>	<p style="text-align: center;">Yes</p>

**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><b>What are we doing well?</b> We discuss the unique needs of our students with disabilities in the development of all plans. Since some of our students are in wheelchairs, we developed our Reunification Plan with their needs in mind. Staff are positioned at open gates before and after school, staff at crosswalks and drop off/pick up parking lot, Evacuation maps in all rooms and common areas, and gate keys for all staff in the case of an emergency and needing to exit the park gate located on the west field.</p> <p><b>Where can we improve?</b> Regular parent involvement on campus has been impacted and lowered since the requirement to pay for fingerprinting.</p>
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### 3.17 Anti-Harassment Procedure

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

<b>Assessment performed by</b> The listed name must be the person who does the assessment.	<b>Date</b>
Caryn Sanchez	1/22/25

<b>Are all staff members trained as required in policy?</b> A "no" answer requires a suggested action plan that all staff meet training requirements.	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

<p><b>What are we doing well?</b> Yearly training modules provided to all staff from HR and staff website with resources.</p> <p><b>Where can we improve?</b></p>
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**Section 3.18 – Dress Code – “Gang Related Apparel”**

<b>Assessment performed by</b> The listed name must be the person who does the assessment.	<b>Date</b>
Caryn Sanchez and Chantel Sarver	1/22/25

**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 the 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 are we doing well?** Students follow the dress code with only friendly reminders needed.

**Where can we improve?**

**3.19 – Child Abuse Reporting Procedure**

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

<b>Assessment performed by</b> The listed name must be the person who does the assessment.	<b>Date</b>
All Staff	1/22/25

Review your policy, specific to mandatory training.

<b>Are all staff members currently in required training?</b> This information should be available through Human Resources. If “no” add an action plan to have all staff current on this training.	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

<p><b>What are we doing well?</b> Yearly training provided to staff from HR and a staff website with resources.</p> <p><b>Where can we improve?</b></p>
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**Section 3.20 – Existing Resources**

<p style="text-align: center;"><b>Assessment performed by</b></p> <p style="text-align: center;">The listed name must be the person who does the assessment. This can be a group project.</p>	<p style="text-align: center;"><b>Date</b></p>
2024-2025 Safety Team	1/23/25

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 parents or other volunteers who agree to walk the exterior of the school from time to time to ensure gates and exterior doors are shut and locked.

<b>RESOURCE</b>	<b>TYPE</b>	<b>DESCRIPTION</b>
School Safety Budget Purchase Red Backpacks	District FUNDING	EST \$800
School Safety Budget Restock Emergency Backpack Supplies	LCAP FUNDING	\$435.57
Purchase Radio Replacements	LCAP FUNDING	EST \$1500
Restock Granolla Bars	District FUNDING	EST \$1021

**Step Four – Assets/Suggested Action Plans**

<p>3.3 Crime On Campus <b>Physical</b> <b>Social</b></p>	<p><b>What we are doing well:</b> According to our Kelvin student perception data (12/2024), these are the areas we are doing well in.</p> <p><b>What can we improve?:</b> We are working on ways to teach our students what bullying is and how to be an upstander when noticing unkind behavior. Lessons are being taught to classes during PLC time by the counselor.</p>
<p>3.4 Tactical Response <b>Physical</b></p>	<p><b>What are we doing well?</b> The tactical response plan for schools employing the run/hide/fight protocol is designed to ensure swift action and decisive decision-making in the face of an active threat. In the event of an emergency, individuals are instructed to assess their surroundings and, if necessary, do so, evacuate the premises (run). If evacuation is not possible, individuals are instructed to seek refuge in a secure location, locking doors and barricading entry points. As a last resort, if confronted directly by the threat and unable to escape or hide, individuals are empowered to defend themselves using any available means. Our school coordinates with Upland PD to provide training in the tactical response plan once a year. Teachers deliver this information to students in an age-appropriate manner. In addition, school resource officers deliver an in-person training to students at the secondary level once per year.</p> <p>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, school administration, a school mental health professional, and law enforcement.</p> <p>Essential Staff that Participate in Threat Assessments: Chantel Sarver, Carolee and Lindsay Viega-Estrada,</p> <p>In accordance with AB 1858. Magnolia does not hold armed assailant drills.</p> <p><b>Where can we improve?</b> Continue to report suspicious activity and threats made to the administration. The school needs to invest in red emergency backpacks that last a long time. Current backpacks will not zip up anymore or have ripped.</p>

<p>3.5 Lockdown</p> <p><b>Physical</b></p>	<p><b>What are we doing well?</b></p> <p>Yearly training in collaboration with UPD and drills to ensure staff and students are aware of lockdown and shelter-in-place procedures.</p> <p><b>Where can we improve?</b></p> <p>Staff need to remember to close their skylights. Remind staff never to open the door to a lockdown due to an announcement. Put a work order in for the service gate to fix the deadbolt and ensure it cannot be easily opened if leaned on or pushed.</p>
<p>3.6 Disaster Incident Commander</p> <p><b>Physical</b></p>	<p><b>What are we doing well?</b></p> <p>Maps with buildings and room numbers, a folder with emergency contacts for all students, a reunification plan, and a pocket chart to quickly identify rooms needing medical attention or having missing students.</p> <p><b>Where can we improve?</b></p> <p>Yearly inventory of medical supplies, batteries, food/water supply, generator checks, and search and rescue tools and supplies inventory. Through our School Site Council committee, it was brought up to notify our neighbors about our 2nd choice location in our Reunification Plan.</p>
<p>3.7 Disaster General</p> <p><b>Physical</b></p>	<p><b>What are we doing well?</b></p> <p>Yearly backpack checks and restocks, monitor the expiration of food and water in the safety bin, walk with the custodian to ensure structural safety, update student rosters, and print them monthly or when a new student is added to a class.</p> <p><b>Where can we improve?</b></p> <p>When a new student enrolls, ensure a system that incorporates a new roster and emergency card to be placed in the teacher's emergency backpack. Schedule monthly walks with custodial staff to walk the campus to inspect structural stability. Our custodian will complete an inspection of furniture in rooms to ensure they are tethered to the walls to avoid injury in the event of a disaster.</p>
<p>3.8 Disaster Medical</p> <p><b>Physical</b></p>	<p><b>What are we doing well?</b></p> <p>According 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</p>

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.

The following individuals are trained:

- For the district: Campus safety, health techs, administrators as of 2022/2023.
- Indicate specific staff for your site: Caryn Sanchez, Chantel Sarver, Cynthia Mazariegos, and
- Naloxone is present on campus at (state location and quantity).

**Where can we improve?**


<p>3.9 Disaster S&amp;R</p> <p><b>Physical</b></p>	<p><b>What are we doing well?</b> All Search and Rescue team members search and communicate needs with the command post during drills. This year the command post used a laminated map and a Vis-a-Vis pen to notate searched and cleared buildings.</p> <p><b>Where can we improve?</b> Ramp up our drills with staged staff and/or students during drills. Continue to provide a master key to our Search and Rescue teams so they can get into locked rooms.</p>
<p>3.10 Disaster Reunify</p> <p><b>Physical</b></p>	<p><b>What are we doing well?</b> We have a reunification plan in place that was created in conjunction with UPD. This plan incorporates two exit strategies depending on the location of danger or threat on our campus.</p> <p><b>Where can we improve?</b> Make sure all staff understand the plan and are signed up to our digital Group Me app for effective communication during an emergency. Make sure to bring a folding table with us when moving to a Reunification area.</p>
<p>3.11 Anti Bullyin g</p> <p><b>Social</b></p>	<p><b>What are we doing well?</b> Staff training about bullying through yearly HR compliance, Student school wide behavior expectation assemblies, digital, paper, and anonymous reporting options for bullying.</p> <p><b>Where can we improve?</b> Continue to educate students on bullying, the benefits of being an upstander, and how to report situations they witness.</p>
<p>3.12 Expulsion Susp Discipline</p> <p><b>Social</b></p>	<p><b>What are we doing well?</b> Continuing to use our Wellness Center and Aide to provide Temperature checks, Girls groups, Check in and Out systems, targeted small group instruction, implementing Restorative Practices and other means of correction, and Boot Camp lessons.</p> <p><b>Where can we improve?</b> Communicating with the parents and staff about the progress our students make with our Tier 2 interventions and the skills they have learned.</p>
<p>3.13 Notify of Dangerou s Pupils</p> <p><b>Social</b></p>	<p><b>What are we doing well?</b> Standard Operating Procedure for notifying staff using Aeries (asterisks on roster).</p> <p><b>What can we improve?</b> N/A</p>

<p>3.14 Pesticid e Harmful Material</p> <p><b>Physical</b></p>	<p><b>What are we doing well?</b> All staff participate in Shelter in Place drills and are aware of evacuation procedures.</p> <p><b>Where can we improve?</b></p>
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<p>3.15 Visitors on Campus</p> <p><b>Social</b></p>	<p><b>What are we doing well?</b> This year we have switched to using Raptor as our way of checking in all visitors. Badges are printed for all visitors without a district or agency badge. This allows staff to easily identify visitors on campus who have been properly checked in and report those who do not have a printed or physical badge.</p> <p><b>Where can we improve?</b> On days that Magnolia experiences a high volume of visitors, print our visitor expectation for adults to read before volunteering in the classroom.</p> <p>Ensure that after tardy students arrive the door leading from the office to campus is locked and visitors are buzzed in. Create a sign that states the door is locked: Please wait to be buzzed in. Similar to the sign on the front office door.</p>
<p>3.16 Safe Ingress Egress</p> <p><b>Physical</b></p>	<p><b>What are we doing well?</b> We discuss the unique needs of our students with disabilities in the development of all plans. Since some of our students are in wheelchairs, we developed our Reunification Plan with their needs in mind. Staff are positioned at open gates before and after school, staff at crosswalks and drop off/pick up parking lot, Evacuation maps in all rooms and common areas, and gate keys for all staff in the case of an emergency and needing to exit the park gate located on the west field.</p> <p><b>Where can we improve?</b></p>
<p>3.17 Anti Harassment</p> <p><b>Social</b></p>	<p><b>What are we doing well?</b> Yearly training modules provided to all staff from HR and staff website with resources.</p> <p><b>Where can we improve?</b></p>
<p>3.18 Gang Apparel</p> <p><b>Social</b></p>	<p><b>What are we doing well?</b> Students follow the dress code with only friendly reminders needed.</p> <p><b>Where can we improve?</b></p>
<p>3.19 Child Abuse Reporting</p> <p><b>Social</b></p>	<p><b>What are we doing well?</b> Yearly training is provided to staff from HR and a staff website with resources.</p> <p><b>Where can we improve?</b></p>

<p>3.20 Existing Resources</p> <p><b>Physical</b> <b>Social</b></p>	<p><b>What we are doing well:</b> Setting aside money in LCAP for miscellaneous safety things that arise throughout the year.</p> <p><b>What can we improve?:</b> We need confirmation if the district will support us with purchasing new backpacks</p>
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**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.**

After careful reflection of our emergency plans and procedures, we are committed to continuously improving safety across our campus.

- Trained staff: respond to various emergencies and security situations.
- Visible presence: Staff and security personnel regularly patrol the campus to deter misconduct.
- Emergency response plans: Clearly defined plans for various emergencies, including drills and exercises to ensure preparedness.

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

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
Check on the generator: reach out to M&O and check on what we need to do with our generator.	Jeff Teachout & Cynthia Mazariegos	March 2025
Yearly inventory of supplies in safety storage bins.	Cynthia Mazariegos	April 1, 2025
Distribute reunification flyers to neighbors.	Chantel Sarver and Caryn Sanchez	May 2025
Make sure every emergency card has the teacher’s name on it.	Cynthia Mazariegos	January 2025
Schedule monthly campus perimeter walks with Jeff.	Sandy Scruggs	February 2025
Meet and Greet with Community Heros in Uniform	Cynthia Castillo	2024-2025 School Year

**Section 5.2 - Component 2 Goal - "Place."**

**The physical environment.**

We strive to create a well-maintained and secure perimeter: Fencing, gates, and access control to prevent unauthorized entry.

- Adequate lighting: Well-lit areas to enhance visibility and deter potential threats.
- Surveillance systems: Security cameras strategically placed to monitor key areas.
- Emergency exits: Clearly marked and easily accessible routes in case of evacuation.
- Ongoing evaluation of security measures: Regular assessments to identify areas for improvement and address emerging threats.

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

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
Secure Service Gate: Is easily able to open with a push.	Maintenance and Operations: Gate Contractor	Ticket was created on 12/8/24 #1484

**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.

<p><b>On the indicated date, we shared our plan at a public meeting.</b></p>	Date
<p>The notice of the meeting as well as a list of required invitees is attached to this plan.</p>	February 12, 2025
<p><a href="#">Agenda Link</a> Members Invited</p>	
Members	
Parents	Staff
*Courtney Miller	+Caryn Sanchez-Principal
Kirsten Andreasen-Mullis	++Chantel Sarver-TOSA
William McGee	Aurora Cortez-Diaz-Teacher
Shawn Goehring	Megan Radford-Teacher
Nora Mishler	*Stacy Dominguez
<p>*Second Year +Chairperson ++Co Chairperson **Secretary ***DFAC Rep</p>	
Public Calendar Invite	

**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.

<p><b>On the indicated date our Committee met and voted to adopt our school safety plan.</b> The minutes from this meeting are attached to this plan. The plan was then forwarded to the District Officer for approval.</p> <p style="text-align: center;"><a href="#">Meeting Minutes</a></p>	Date
	February 12, 2025

**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!!**

## **SECTION TWO**

Building Evacuation plan-**Emergency Plan**  
([bit.ly/magemgplan](http://bit.ly/magemgplan))

Campus Evacuation plan-**Reunification Plan**  
([bit.ly/magreunplan](http://bit.ly/magreunplan))

[Instructional Continuity Plan](#)