

COMPREHENSIVE SCHOOL SAFETY PLAN – EXECUTIVE SUMMARY

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|--------------------|--------------------------------------|
| SCHOOL | Pepper Tree Elementary School |
| SCHOOL YEAR | 2025/2026 |
| PRINCIPAL | Chris Deegan |

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

After reflecting on our emergency plans, 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: Defined emergency plans, including drills and exercises to ensure preparedness.

Communication systems: Reliable communication tools to disseminate information in case of emergencies.

GOAL - 2

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

Safety Supply Shed will be inventoried, and needed supplies will be ordered.

Adequate lighting: Well-lit areas to enhance visibility and deter potential threats.

Emergency exits: Marked and accessible routes in case of evacuation.

Ongoing evaluation of security measures: Regular assessment to identify potential areas of improvement and address emerging threats.

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| Procedure for Comprehensive Safe School Plans | See BP #0450 |
| The plan approved on School Site | January 27, 2025 |
| The plan adopted by District | TBD |

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 to develop strategies to prevent and respond to potential incidents involving crimes and violence on campus.

The Template

The Campus Safety Group created this template 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:

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.

- 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 and report to CDE any individual schools that do not have approved plans by October 15. Non-compliance must be indicated on the 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 learning place.
 - 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.

COMPREHENSIVE SCHOOL SAFETY PLAN

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|---|------------------------|
| School Name | Pepper Tree Elementary |
| Principal | Chris Deegan |
| 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.

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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 school site 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 | Christian Jacso | Upland Police Department 909-912-4921 |
| Local Fire Department | David Davis | San Bernardino County Fire |
| American Red Cross contact, (if any) | | |
| School Site Council / Safety Planning Committee Members | | |
| | Name | Title |
| | Chris Deegan | Principal |
| | Sandy Ries | Assistant Principal |
| | Amanda Swan, Tracey Green, and Renee Guerra | Certificated |
| | Joe Morales | Classified |
| | Duane Allen | Parent |
| | N/A | Student (If applicable) |
| | Elvia Scroggins | Medical Team Leader |
| | Emily Duggan and Tim Collier | S&R Team Leader |
| | Pamela Glaspell | Reunification Team Leader |
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COMPREHENSIVE SCHOOL SAFETY PLAN

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

School Mission Statement

We generate life-long learners to become productive and contributing members of our society. In a safe and nurturing environment, we provide differentiated instruction to support each child's strengths. We partner with our parents and community to create an engaging and collaborative environment where students are empowered to achieve their maximum potential.

About our school, a safe place to learn:

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

Pepper Tree 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.

We have several programs or procedures in place that assist us in safely providing education in a safe manner such as SW Expectation Assemblies, Wellness Room, Go Guardian Website Monitoring Program, StopIt Reporting System, School Counselor, Digital Citizenship Closed Campus, staff presence at all open gates at arrival and departure, locked Doors to Campus Raptor System Visitor Screening, PBIS, and Project Wisdom

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 each school community. Safety Group CSSP Template

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 Emergency Preparedness Plan | |
| Campus evacuation plan Reunification Plan | |
| 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 | Chris Deegan |
| 3.4 Tactical response | Plan Handled at District Level Lock-Down & evacuation procedure are school's responses |
| 3.5 Lockdown procedure | All Staff and UPD |
| 3.6 Disaster plan, incident commander | Chris Deegan |
| 3.7 Disaster plan, general | Safety Committee |
| 3.8 Disaster plan, medical team | Elvia Scroggins |
| 3.9 Disaster plan, search & rescue | Variety of Staff |
| 3.10 Disaster plan, reunification | Pamela Glaspell |
| 3.11 Anti-Bullying | Chris Deegan and Sandy Ries |
| 3.12 Expulsion/Suspension/Discipline | Chris Deegan and Sandy Ries |
| 3.13 Notify teachers of dangerous pupils | Chris Deegan and Sandy Ries |
| 3.14 Pesticide & harmful materials plan | Joe Morales |
| 3.15 Visitors on campus | Monique Walker and Sharon Clark |
| 3.16 Safe ingress/egress | Chris Deegan |
| 3.17 Anti-Harassment procedure | Chris Deegan |
| 3.18 Dress code, gang related apparel | Chris Deegan and Sandy Ries |
| 3.19 Child abuse reporting procedures | All staff |
| 3.20 Existing resources | Safety Team |

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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 |
| | 8/25 |

The purpose of this assessment is 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 |
|------|--------|------|--------|
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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

| | |
|--|---|
| | Doing well: Campus entrance gates are locked at all times Improvement: Additional surveillance cameras placed on the upper playground, maintenance of surveillance cameras to ensure working correctly |
|--|---|

COMPREHENSIVE SCHOOL SAFETY PLAN

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 |
|---|-------------|
| Chris Deegan | 2025 |

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

| | |
|---|-----|
| <p>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.</p> | Yes |
| <p>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.</p> | Yes |
| <p>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 to ensure the school’s efforts are coordinated with responder efforts.</p> | 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>Doing well: Monthly disaster drills - lockdowns, earthquake, shelter-in-place, and fire, and yearly active shooter training.</p> <p>Improvement: Ensuring all staff members are trained in all emergency preparedness plans, paying special attention to planning a training day for classified staff.</p> |
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3.5 – Lockdown Plan

This assessment is 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 |
|---|------|
| All Staff and UPD | 2025 |

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

| | |
|--|-----|
| <p>Does the school have a lockdown procedure? If no, add a create procedure as a suggested action plan. If yes, review the procedure and proceed to the next questions.</p> | Yes |
| <p>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.</p> | Yes |
| <p>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.</p> | 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>Doing well: Yearly training in collaboration with the UPD and monthly emergency drills to ensure staff and students are well-practiced in the procedures for lockdown and shelter-in-place drills.</p> <p>Improvement: Ensuring all staff members are trained in all emergency preparedness plans, paying special attention to planning a training day for classified staff.</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.

| Assessment performed by The listed name must be the person who does the assessment. | Date |
|---|------|
| Chris Deegan | 2025 |

The purpose of this assessment is 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.

| | |
|---|-----------------------------|
| <p>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.</p> | <p>IC - Yes AC - No</p> |
| <p>Is there a list of IC forms & supplies? If no, add creating a list as a suggested action plan.</p> | <p>No</p> |
| <p>Are all required forms & supplies in place and serviceable? If no, add updating forms & supplies to suggested action plans.</p> | <p>No</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>Doing well: School site maps indicate water and gas shut-off valves, electrical panels, building numbers, and classroom numbers. We have implemented a colored flag system to identify classrooms needing medical assistance. We have emergency contact information for students and staff.</p> <p>Improvement: Establish a deadline each year to inventory emergency supplies and replenish emergency supplies as needed. Schedule NIMS/SEMS training for AC. Create an updated list of IC forms and supplies.</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 The listed name must be the person who does the assessment. | Date |
|---|-------------|
| Safety Committee | 2025 |

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

| | |
|--|-----|
| <p>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.</p> | Yes |
| <p>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?</p> | Yes |
| <p>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.</p> | Yes |
| <p>Are classroom supplies in place and serviceable? If no, add updating supplies as a suggested action plan.</p> | Yes |
| <p>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.</p> | 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>Doing well: Yearly classroom and building emergency backpack checks and restocks, monitor expiration of emergency water and food, and grounds walk with custodian to ensure structural and non-structural safety.</p> <p>Instructional Continuity Plan (Link)</p> <p>Improvement: Schedule a monthly site walk with the custodial staff to identify areas of need.</p> |
|--|---|

COMPREHENSIVE SCHOOL SAFETY PLAN

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 |
|---|-------------|
| Elvia Scroggins | 2025 |

The purpose of this assessment is 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>Doing well: All staff know their role and responsibilities. All supplies, forms, and materials are stored in the emergency shed. 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) The 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, and administrators as of 2022/2023. For Pepper Tree: Principal, Assistant Principal, Health Tech</p> <p>Naloxone is present on campus in the Health Tech Office within the main office. Improvement: Provide training for the medical operations team regarding First Aid and DRAFA (Disaster Advanced First Aid)</p> |
|--|--|

COMPREHENSIVE SCHOOL SAFETY PLAN

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 |
|---|-------------|
| Variety of Staff | 2025 |

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.

| | |
|--|-----|
| <p>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.</p> | Yes |
| <p>Are there training recommendations? If no, add creating training recommendations to the suggested action plans. If yes, answer the next question.</p> | Yes |
| <p>Are S&R team members trained? If no, add obtain training to the suggested action plans.</p> | Yes |
| <p>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.</p> | Yes |
| <p>Are forms and supplies in place and serviceable? If no, add search & rescue supplies to the suggested action plans.</p> | 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>Doing well: All members search buildings during disaster drills.</p> <p>Improvement: Including mock injuries during drills. Ensuring all Search and Rescue members have a master key and shed key.</p> |
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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 |
|---|-------------|
| Sandy Ries and Pamela Glaspell | 2025 |

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.

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

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>Doing well: We have a reunification plan designed in collaboration with the UPD.</p> <p>Improvement: Ensure all staff members know the plan and establish a Group Me app for effective communication during an emergency. Create a list of reunification forms and supplies and ensure that forms and supplies are in place and serviceable.</p> |
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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 |
|---|-------------|
| Chris Deegan and Sandy Ries | 2025 |

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). | NA |
| 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. | NA |

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>Doing well: Yearly district HR compliance bullying training for staff members, school-wide behavior expectations matrix, PTA-sponsored assemblies that address bullying, a paper reporting system, and the anonymous reporting app STOPit!. The most recent Kelvin data indicates 88% of students feel safe at school, which slightly improved from the previous survey.</p> <p>Improvement: Clearly define bullying with students and parents. The most recent Kelvin data indicates that 62% of students do not feel bullying is a problem, a slight improvement from previous data.</p> |
|--|---|

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 |
|---|-------------|
| Chris Deegan and Sandy Ries | 2025 |

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

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| Doing well: With the addition of a Wellness Center and Aide, we are able to provide soft check-in/check-out, Girls and Boys Circle curriculum, restorative practices, social groups, and place for students to visit during recess. We also have a counselor on campus three days a week. |
| Improvement: Create a process to identify students in need of Tier 3 supports. |

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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 |
|---|-------------|
| Chris Deegan and Sandy Ries | 2025 |

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. [\(Link to law\)](#)

| | |
|---|-----|
| 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 |
|---|-----|

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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| | Doing well: Standard Operating Procedure for notifying staff using Aeries identification (*) Improvement: N/A |
|--|--|

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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.

| Assessment performed by The listed name must be the person who does the assessment. | Date |
|---|------|
| Joe Morales | 2025 |

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.

| | |
|--|-----|
| 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

| | |
|--|--|
| | Doing well: Harmful materials are properly stored in a locked location. All staff are trained in the Shelter in Place procedures and know the evacuation procedures. Improvement: N/A |
|--|--|

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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 |
|--|-------------|
| Monique Walker and Sharon Clark | 2025 |

| | |
|---|---------|
| 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 | Yes |
| 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. | 3/12/25 |

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

| | |
|--|---|
| | Doing well: Use of the Raptor System for checking in all visitors, using badges for all checked-in visitors, all visitors check-out when leaving, campus signage, and a secure campus with locked campus doors. Improvement: N/A |
|--|---|

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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 |
|--|-------------|
| Chris Deegan | 2025 |

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. | 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

| |
|--|
| Doing well: Staff positioned at all open gates before and after school, staff at crosswalks and drop off/pick up parking lot. Evacuation maps in all rooms and common areas. Gate keys are given to all staff in case of an emergency and need to exit the north gate on the upper playground. SB 323 (ii) We are ensuring that our plan includes appropriate adaptations for pupils with disabilities, so that all students have the ability to access disaster safety procedures described in the comprehensive school safety plan as discussed with the planning committee. |
|--|

| | |
|--|---|
| | Improvement: Provide a walkie-talkie to pertinent staff members. Replace parking lot traffic, access road, and campus safety signs. |
|--|---|

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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 |
|---|-------------|
| Chris Deegan | 2025 |

| | |
|--|-----|
| 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>Doing well: Yearly and bi-yearly training modules provided to all staff from HR.</p> <p>Improvement: N/A</p> |
|--|---|

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Section 3.18 – Dress Code – “Gang Related Apparel”

| <p align="center">Assessment performed by The listed name must be the person who does the assessment.</p> | <p align="center">Date</p> |
|---|-----------------------------------|
| Chris Deegan and Sandy Ries | 2025 |

| |
|---|
| <p>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.</p> |
| <p>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.</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>Doing well: Students follow dress code policy. When needed students reminders are given regarding dress code policy.</p> <p>Improvement: Ensure consistency amongst all staff by reviewing the dress code policy at the beginning of the school year.</p> |
|--|--|

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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 |
|---|-------------|
| All Staff | 2025 |

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

| | |
|--|---|
| | Doing well: Yearly training is provided to staff from HR. Improvement: N/A |
|--|---|

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Section 3.20 – Existing Resources

| <p style="text-align: center;">Assessment performed by</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;">Date</p> |
|---|--|
| Safety Team | 8/22/25 |

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.

| RESOURCE | TYPE | DESCRIPTION |
|-----------------------|------|--------------------|
| School Safety Budget | SITE | EST \$ 1,500.00 |
| Parent Group(s) | TIME | EST 1 HOUR MONTHLY |
| Other funding sources | LCAP | EST \$4,000.00 |

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Step Four – Assets/Suggested Action Plans

| | |
|---|---|
| <p>3.3 Crime On Campus</p> <p>Physical Social</p> | <p>No incidents to report</p> |
| <p>3.4 Tactical Response</p> <p>Physical</p> | <p>Improvement: Ensuring all staff members are trained in all emergency preparedness plans, paying special attention to planning a training day for classified staff.</p> |
| <p>3.5 Lockdown</p> <p>Physical</p> | <p>Improvement: Ensuring all staff members are trained in all emergency preparedness plans, paying special attention to planning a training day for classified staff.</p> |
| <p>3.6 Disaster Incident Commander</p> <p>Physical</p> | <p>Improvement: Establish a deadline each year to inventory emergency supplies and replenish emergency supplies as needed. Schedule NIMS/SEMS training for AC. Create an updated list of IC forms and supplies.</p> |
| <p>3.7 Disaster General</p> <p>Physical</p> | <p>Improvement: Schedule a monthly site walk with the custodial staff to identify areas of need.</p> |
| <p>3.8 Disaster Medical</p> <p>Physical</p> | <p>Doing well: All staff know their role and responsibilities. All supplies, forms, and materials are stored in the emergency shed. 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> |

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| | |
|---|--|
| 3.9 Disaster S&R Physical | Improvement: Including mock injuries during drills. Ensuring all Search and Rescue members have a master key and shed key. |
| 3.10 Disaster Reunify Physical | Improvement: Ensure all staff members know the plan and establish a Group Me app for effective communication during an emergency. Create a list of reunification forms and supplies and ensure that forms and supplies are in place and serviceable. |
| 3.11 Anti Bullying Social | Improvement: Clearly define bullying with students and parents. |
| 3.12 Expulsion Susp Discipline Social | Improvement: Create a process to identify students in need of Tier 3 supports. |
| 3.13 Notify of Dangerous Pupils Social | Improvement: N/A |
| 3.14 Pesticide Harmful Material Physical | Improvement: N/A |

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| | |
|---|---|
| 3.15 Visitors on Campus Social | Improvement: N/A |
| 3.16 Safe ingress Egress Physical | Improvement: Provide a walkie-talkie to pertinent staff members. Replace parking lot traffic, access road, and campus safety signs. |
| 3.17 Anti Harassment Social | Improvement: N/A |
| 3.18 Gang Apparel Social | Improvement: Ensure consistency amongst all staff by reviewing the dress code policy at the beginning of the school year. |
| 3.19 Child Abuse Reporting Social | Improvement: N/A |
| 3.20 Existing Resources Physical Social | Improvement: N/A |

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

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

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."

After reflecting on our emergency plans, 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 patrolling the campus to deter misconduct.

Emergency Response Plans: Defined emergency plans, including drills and exercises to ensure preparedness.

Communication systems: Reliable communication tools to disseminate information in case of emergencies.

Sect5.1.1 - Action Plans for "People" Goal

| Task | Person | Due Date |
|---|--|----------------|
| Request IT Director to look into additional surveillance cameras placed on the upper playground, maintenance of surveillance cameras to ensure working correctly. | Principal, Office Manager, IT Director, Site IT Tech | August 2025 |
| Ensure all staff members are trained in all emergency preparedness plans, paying particular attention to planning a training day for classified staff. | Principal, Assistant Principal | September 2025 |

| | | |
|---|--------------------------------|----------------|
| Establish a deadline each year to inventory emergency supplies and replenish emergency supplies as needed. Create an updated list of IC forms and supplies. | Assistant Principal | August 2025 |
| Schedule NIMS/SEMS training for IC and AC. | Office Manager | December 2025 |
| Create an updated list of IC forms and supplies. | Office Manager | September 2025 |
| Schedule a monthly site walk with the custodial staff to identify areas of need. | Office Manager | March 2025 |
| Clearly define bullying with students and parents. | Principal, Assistant Principal | August 2025 |
| Create a process to identify students in need of Tier 3 supports. | PBIS Team | December 2025 |

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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."

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

We strive to maintain a well-kept, secure perimeter, using Fencing, gates, and access control to prevent unauthorized entry.

Adequate lighting: Well-lit areas to enhance visibility and deter potential threats.

Emergency exits: Marked and accessible routes in case of evacuation.

Ongoing evaluation of security measures: Regular assessment to identify potential areas of improvement and address emerging threats.

Section 5.2.1 Action Plans for "Place" Goal

| Task | Person | Due Date |
|------------------------------------|---|----------|
| Perimeter walks on a monthly basis | Possible - Watch Dog Dad, Joe Morales, Chirs Deegan, Sandy Ries, Monique Walker | On-going |
| | | |
| | | |
| | | |
| | | |

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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 school site council or school safety planning committee shall hold a public meeting at the school site 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 January 27, 2025 |
| | School Site Council Meeting Notice |

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 |
| | January 27, 2025 School Site Council Meeting Minutes |

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

Instructional Continuity Plan

Emergency Preparedness Plan



Reunification Plan



