

Comprehensive School Safety Plan

**2025- 2026
School Year**

School: Roberto Cruz Leadership Academy

District: East Side Union High School District

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

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

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB

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

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

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

elements: Assessment of school crime committed on school campuses and at school-related

functions

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

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

A copy of the Comprehensive School Safety Plan is available for review at 14281 Story Road, San Jose, Ca 95127 RCLA Main Office.

Safety Plan Vision

Foundation and Parent Responsibilities for Students

FOUNDATION RESPONSIBILITY

If the Chief Executive Officer declares a foundation emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE CHIEF EXECUTIVE OFFICER DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE

SUPERVISION OF THE SCHOOL SITE PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE SCHOOL SITE PRINCIPAL.

1. Until regular dismissal time and released only then if it is considered safe,

OR

2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.

- If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
- If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by foundation personnel to another site where consolidated care facilities can be provided. This information will be given to authorized parties only, such as law enforcement and district officials, and posted at the site to keep parents informed.

PARENT RESPONSIBILITIES

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form as their Emergency Contact. Parents and legal guardians are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while they are under Foundation Supervision.

It is critical that students do not have directions from parents that are contrary to the Foundation's stated policy on retention at school and authorized release in case of a severe emergency. Under the case of a declared emergency or lockdown, students will not be permitted to leave the site for any reason, even if with their parent or legal guardian.

Components of the Comprehensive School Safety Plan (EC 32281)

Roberto Cruz Leadership Academy Safety Committees (School Site Council) will review and consider the following items prior to the start of each academic year:

- Emergency Drills Schedule and Protocol
 - Drills may be unannounced, so please be prepared to respond at any moment.
- Calling Tree Protocol
- Emergency Kit Inventory and Required Items
- Student/Health Emergency Form

Earthquake Drill: DURING AN EARTHQUAKE In the Event of an Earthquake

Tremors and shaking of the ground are the signals of an earthquake. The initial shock may

last from just a few moments to several minutes duration. Emergency action to be taken

when children are inside the building is:

When inside a building, stay inside:

Drop, Cover and Hold. Drop to the floor on your knees and make the body as small as possible. Cover yourself under a desk, table or bench, in a hall, or stand against an inside wall. You should be facing away from: windows; doors; glass; skylights; brick or rock- faced walls; large moveable objects, such as bookcases; or outside doors and walls. With one arm, hold on to a desk leg so that it will protect your head and neck and so that it will not move away from covering you. Rest your head on one arm and place your other arm over the base of the head and neck. As soon as the ground stops shaking, proceed to the assembly areas in the same manner as for Evacuation Procedures.

When outdoors, stay outside:

1. Move away from buildings and overhead structures.

2. Drop to the ground on your knees and make the body as small as possible. Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control.

Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris.

3. When the ground stops shaking, proceed to the assembly areas in the same manner as for Evacuation Procedures.

Walking to or from school facilities:

If students are walking to or from school when an earthquake occurs, they should stay

away from all buildings, trees, exposed wires, or other hazards that may fall. The safest

place is in the open.

Students should assume “drop, cover, and hold” position until the quake is over. After the

earthquake, if on the way to school facilities, continue to school. If on the way home, continue

home. **Teacher responsibilities during the evacuation:**

The teacher may render immediate first aid if necessary. Students with major injuries and are

unable to move are to remain in the classroom. Search & rescue team members or first

responders will remove injured students/staff. Students with minor injuries are to be moved out of the classroom.

1. Teachers, lead students out of the room and on the way to the evacuation point, be aware of and looking for blockage and dangers such as fallen trees or electrical wires.
2. If primary route is blocked, check alternate route. Do not walk under covered walkways unless absolutely necessary.
3. If both routes are blocked do not risk injury to yourself or students. Wait for help to arrive!
4. When evacuating classroom, take your emergency backpack, cell phone, and updated roster with you.
5. Door is to be left closed, but unlocked after evacuation.

Always DUCK, COVER, and HOLD when an earthquake occurs. Assess the situation and

remain calm. When alerted to evacuate; or have made a decision to evacuate, look for the

safest route, take your emergency backpack, and escort your students to the assembly area.

Check the adjacent classroom(s) and assist if necessary or evacuate the class(es). Wedge the

door open if possible. Take the attendance with the Emergency Attendance Form to the

evacuation site and reconcile absent vs. missing. CJ Note: Remove the next and add context

about the attendance process. "display appropriate 'alert card' (Green Card = all students

accounted for, Red Card = missing students and/or need assistance) from the emergency

backpack."

1. Anyone who is 'injured but mobile' should be escorted to the assembly area.
2. Anyone who is 'severely injured and not mobile' should be left for the search and rescue team or first responders.
3. Leave all 'dead' where they are.

Earthquake Tips:

- If you're OUTDOORS, move to a clear area away from trees, signs, buildings, electrical wires, and poles.
- If you're on a SIDEWALK NEAR BUILDINGS, duck into a doorway to protect yourself from falling bricks, glass, plaster, and other debris.
- If you're in a WHEELCHAIR, stay in it. Move to cover, if possible, lock your wheels, and protect your head with your arms.
- If you're in a STADIUM OR THEATER, stay in your seat and protect your head with your arms. Do not try to leave until the shaking is over, then leave in a calm, orderly manner. Avoid rushing toward exits.

AFTER THE EARTHQUAKE, CHECKLIST:

- Be prepared for aftershocks, and plan where you will take cover when they occur.
- Check for injuries. Give first aid, as necessary.
- Remain calm and reassure others.
- Avoid broken glass.
- Check for fire. Take appropriate actions and precautions.
- Check gas, water, and electric lines. If damaged, shut off service. If gas is leaking, don't use matches, flashlights, appliances, or electric switches. Open windows, leave building, and report to gas company.
- Replace all telephone receivers, and use for emergency calls only.
- Tune to the emergency broadcast station on radio or television. Listen for emergency bulletins.
- Stay out of damaged buildings.

FEMA RECOMMENDS DROP, COVER, AND HOLD ON

Fire Drill

Fire Procedures:

1. Any person discovering a fire will activate the fire alarm, call 911, and evacuate the area, close doors and windows to confine the fire, or extinguish it if possible. Take your Emergency Backpack and emergency folder when evacuating.
2. Check with your buddy teacher during an evacuation to ensure everyone is evacuating and assist or evacuate In the Event of a

Fire Emergency:

Fires may occur at any time in almost any structure and usually are totally unexpected. The longer

a fire is undetected the more severe and dangerous it can become. A definite plan of action is

needed for each occupied area to ensure that the maximum effort is made to protect the

occupants and the buildings involved. The Site Director of each school shall develop a route of

egress and an alternate route to be used in case of fire. These route signs shall be posted in each

occupied area in a conspicuous place, preferably near the door to be used during the evacuation

(place at student's eye level).

Clearly identify the primary escape route.

Fire extinguishers should be used only after notifying the Fire Department and only if feasible. Fire extinguishers are intended for small fires only. In addition, the user should make sure the fire extinguisher is of the proper type for the fire before using it.

General Fire Safety:

1. Ensure that all exits are clearly marked and free of clutter (this includes classroom exits).
2. Ensure the Location of all fire extinguishers and pull stations is indicated on the evacuation map posted in every classroom and office. The Incident Commander is to be notified immediately.

3. Members of the Search Team or Incident Commander designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to the incident commander. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.

4. The Incident Commander will form a Command Post at the evacuation site.

a. Direct that the necessary agency contacts be made

b. Teachers will immediately take roll and report any missing students to the Search Team Coordinator - Ok to change to "Search & Rescue Team(s)" by using the card system.

5. The Search Team Coordinator will manage the reconciliation of all students and staff. The Office Manager/Associate is responsible for bringing the Visitor's Log and Early Dismissal Log (and any additional entry logs) to the evacuation site and reconciling attendance with these documents - he or she then disseminates a list of those missing to the Search & Rescue Team.

6. First aid is rendered as necessary.

7. Use fire extinguisher if appropriate. While attempting to extinguish the fire, the user should keep a free exit path to his/her back to prevent being trapped by the fire. If one extinguisher does not put out the fire, close off the area as best as possible, and exit the building immediately.

8. Access roads are kept open for emergency vehicles.

9. Incident Commander in consultation with first responders will determine if students and staff should be moved to another area and/or begin the early release procedures.

10. Students and staff will not return to the school building until fire department officials declare the area safe.

Passage and Aisle Widths:

A minimum of 36 inch free and clear passage width shall be maintained in all doorways

and aisles within each classroom and office. Equipment, furniture, or materials which

reduce these passage ways to less than 36 inches must be relocated.

Turning off the Fire Alarm System:

If for any reason it is determined that the fire alarm bell system must be silenced, a trained member of the staff must maintain a watch at the systems panel to monitor for activations of the systems detection devices. This person should have radio communications to others who can: sound an alert for evacuation if necessary; be dispatched to the area where the device has been

activated to verify a fire or emergency; and to ensure that they system is not silenced and forgotten.

When appropriate and directed by the Incident Commander, Emergency Response Team member may:

- Turn off the gas and electricity service.
- Direct emergency vehicles to the scene
- Make sure fire lanes are clear and gates are open.

IMPORTANT: ALL SEARCH AND RESCUE, FIRE FIGHTING, OR ANY OTHER ACTIVITIES WILL CEASE IF TOXIC OR HAZARDOUS MATERIALS ARE INVOLVED. ALL PERSONNEL ARE TO EVACUATE IMMEDIATELY.

Fire Near School:

Incident Commander will determine whether the students and staff should leave the premises, or any further action should be implemented.

Burning Clothes:

If a student's or staff member's clothing catches fire, don't allow them to run! Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim to the ground. After the fire is out treat the victim for shock (lying down, feet raised, neck supported) and cover the burned area with soaking wet cloth, sheet or blanket.

The object of a fire drill is to prepare students, staff and faculty for exiting their classrooms or campus during a fire related emergency. The drills are conducted by the Administrations of Roberto Cruz Leadership Academy.

How to Report a Fire:

If you discover a fire on campus, do the following: Pull the fire alarm and call 911 (Call 911 from your cell phone and not from the classroom phone)

1. Do not attempt to fight the fire with portable fire extinguishers or fire hoses unless the fire is small and you have been trained in their proper use. DO NOT PUT YOUR LIFE IN DANGER WHILE ATTEMPTING TO CONTROL A FIRE. When in doubt, evacuate.
2. Remain calm while talking to the 911 dispatcher. Be prepared to answer several questions as to location, size of fire, your name, number of persons in the building (if known) and any injuries. Remain on the line until the dispatcher is finished.
3. Meet fire or police personnel when they arrive to the campus. Stand by to answer any questions they may have concerning the fire. Once out of the classroom DO NOT RE-ENTER FOR ANY REASON, unless emergency personnel have given the "ALL CLEAR" signal.

Fire Exit Procedure:

Below are the steps to follow when establishing and participating in fire drills or emergencies:

1. The fire exit plan shall include everybody in the classroom/building. There are no excuses for not participating. Everyone must leave the classroom/ building during a drill.
2. Diagram and post two routes to the outside from all rooms.
3. Designate a meeting place outdoors which is away from the building and clear of entrances. The designated meeting place should be at least 50 feet from the building.
4. Locate a method of calling 911 near the designated meeting place that does not involve re-entering the building.

5. Establish a method to account for those known to be in the building at the time the alarm is sounded. In case of actual fire conditions, information regarding persons believed to be in the building should be made available to responding emergency crews.

(Do not return inside. Only trained search & rescue personnel should re-enter an

evacuated area.) If the fire is INSIDE your room: Leave your room and close the door.

IF the fire is NOT in your room: With your hands, test the door for heat before opening.

IF THE DOOR IS HOT:

- Stay in your room or lab.
- Phone for help.
- Stay calm.
- Seal cracks with wet towels.
- Wait for help.

IF THE DOOR IS COOL:

- Take your room key.
- Open the door slowly.
- WALK to the nearest exit and leave the building.
- If the exit is unsafe, return to the room and remain there.
- If the hall is smoky, stay low or crawl out on your hands and knees.

Tips to Remember:

- Predetermine two means of egress from your normal workplace.
- Learn the location of the nearest fire alarm pull station and portable fire extinguisher. Learn how to use portable fire extinguishers.

Remember the acronym PASS

P Pull the pin.

A Aim at the base of the fire.

S Squeeze the trigger.

S Sweep the nozzle from side to side.

If the fire is INSIDE your room: Leave your room and close the door.

IF the fire is NOT in your room: With your hands, test the door for heat before

opening **In the Event of a Lockdown:**

The purpose of a Lockdown signal is to provide the Incident Commander with a means for alerting staff and students that there is an emergency situation in the school and that for a period of time, movement in the school will be restricted.

Because of the variety of emergencies/crisis that can occur in a school it is necessary to establish two lockdown

signals: **Lockdown – Hard – is used when:**

(1) Incident Commander feels that it's necessary, or;

(2) there is an active threat in/at the school, or;

- (3) there are shots being fired, or;
- (4) there is an active threat outside the school, or;
- (5) there is a hostage situation.

If the above situations are taking place, school administration will announce, "Attention on campus, we are going to begin a hard lockdown. Staff and Faculty, please check your phone for further detail."

These three situations pose the greatest threat to students and staff and require that NO ONE MOVES IN THE SCHOOL. The School Emergency Response Team is not activated. Staff not supervising children remain where they are. Personnel available in the office (Command Post) will be utilized to stabilize the situation until the police arrive on the scene and assess the situation.

Teachers close and lock their classroom doors, turn off lights, shut the blinds and drop down to the floor. Teachers should make a list (see Emergency Attendance Sheet) of all children not accounted for, add to this list the name of Any child or adult that enters the classroom after the LOCKDOWN - HARD is declared, moves the children away from windows (if possible) and have everyone sit on the floor. All room occupants should be huddled or spread out in a way that conceals their presence the best. They remain in this position until directed to do otherwise.

IF LOCKED OUT, THEN WHAT SECTION:

Students who are not under direct supervision of an adult when the LOCKDOWN - HARD signal is given will find the nearest adult and follow their directions.

Any visitors to the school will remain where they are, assuming they are either in a classroom or in an office. If in either location, they should go to the nearest classroom and follow the teacher's instructions.

Teachers should not open the door to your classroom under ANY circumstances until directed by the administrator or law enforcement.

Lockdown - Soft – Is used, at the designation of the Incident Commander when in her/his opinion an emergency/crisis has occurred and it requires the holding of students for a period of time. The command activates the School Emergency Response Team who will respond to the Command Post and receive their instructions. All adults not having direct supervision of students will report to a designated location and assist in the Searching of the school for stray students and guests.

Teachers will follow the same procedures as they would for a LOCKDOWN - HARD except there is no need to move students away from windows or to sit on the floor. Instruction can continue after the Emergency Attendance Form is completed.

A Lockdown signal should never be used for fire/explosion or weather emergency. These events have their own signal and should not be confused with Lockdown situations.

Lockdown Response Office Procedures:

1. Page all classrooms and declare a "Lockdown Response"
2. Record time incident or report was received –write a brief statement about incident. Record time that classrooms were paged and time doors were locked
3. Call 911 (if necessary) – Record Time
4. Call family (if necessary) – Record Time

5. Ensure there is someone to greet family and provide support – record time family arrives

6. Determine if student has siblings at the school– call for all siblings to report to determine secure location (if necessary) – Record Time
7. Gather students belongings (if necessary) – Record Time
8. Call TFHE – tell them about the situation – Record Time
9. Record when search team leaves to do first sweep and when they return with their report
10. Record when search team leave to collect attendance and when they return
11. Record when emergency responders arrive (if necessary) and when they leave
12. Record any information received from site coordinators about incident.
13. Page all classrooms and declare “All Clear” and record time.
14. Send search team to each room ensure all know an “All Clear” has been declared.

In the Event of Hazardous Materials & Shelter In Place:

1. Bring everyone into the room
2. Lock and Close all doors and windows
3. Move away from windows
4. Turn off air conditioning unit(s) or ventilation system(s)
5. Seal all doors, windows, air vents
6. Take attendance and call office to report who is in the room with you
7. Remain in your classroom, office, or building until “All Clear” is signaled
8. Allow no student into or out of your classroom, office, or building until “All Clear” is signaled.

Run= Evacuate!

- Decide if you can escape safely
- If it is safe, run as fast as you can away from the direction of the gunshots
- DO NOT stop running until you are far away from the area
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering the area, but not at the risk of your own safety
- Get away from the threat and identify a safe place
- When fleeing from danger, keep buildings, cars or other objects between you and the threat
- Do not attempt to move wounded people
- Call 911 when safe

HIDE= Lockdown!

- If escape is not feasible; hide and create a stronghold
- Lock the door, turn off the lights and close the blinds
- Take cover behind large items
- Silence your cell phones and turn off vibrate mode
- Remain quiet

- Move away from doors and windows
- Reinforce the locked doors with chairs, desks, and other items
- Erect barricades on ALL of the doors

DEFEND = Fight for your Life!

- This is a last resort
- Commit to your actions!
- Act as aggressively as possible
- Improvise weapons
- Attack in a group (Junior High & above)
- Yell and make loud noises to disorient the shooter
- If possible, grab the shooter's limbs and head, take them to the ground and hold them there

SHELTER in PLACE considerations!

- Lock all doors, close windows (no barricades)
- Remain inside; engage in normal indoor activities
- Keep movement outdoors to a minimum
- Use buddy system with at least one adult when leaving classroom
- Before leaving classroom, notify office or next door classroom
- If students are to be released; it should be by direct hand off at a location determined by the school administration
- School administrators may give the "All Clear"

announcement

Remember to Work as a team:

1. Look around the room. Consider what you would do in an active shooter situation and whether it would be better to Run (escape) or Hide (barricade)
2. Come up with a list of actions you would take to protect yourself and

those around you **Evacuations:**

Evacuations will be conducted as follows:

1. General evacuation

A general evacuation is executed upon hearing the fire alarm or with a verbal command.

Standardized evacuation procedures are followed.

- Fire: Evacuate at least 50 feet from the building.
- Bomb Threat: Evacuate at least 300 feet from the building.
- Multi-hazardous: Evacuate at least 300 feet from the building.

2. Controlled evacuation

A controlled evacuation will be executed by the IC or police/fire authorities. A controlled evacuation is typically conducted classroom by classroom and staff and students are directed to evacuate away from the threat. Areas/classrooms closest to the threat are evacuated first.

General procedures:

1. Remain calm.

2. Ensure that an evacuation map is posted in every room. This map should include the evacuation route and site, as well as all fire extinguishers and pull stations. This map should be posted on or near the evacuation door.

Evacuation procedures for Incident Commander (IC):

1. Responsible for organizing the School Emergency Response Team during an evacuation.
2. Coordinates and manages the overall evacuation of personnel from the building.

3. Members of the School Emergency Response Team or IC designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.

4. Relays evacuation information to first responders.

Evacuation procedures for Teachers:

Evacuate the area immediately. Take your Emergency Backpack, cell phone, and updated roster. All staff and students are to report to the evacuation site. Staff will take attendance for their assigned group. When completed, one designated member from each group will stand and hold up the appropriate 'alert card' (Green Card = all students accounted for, Red Card = missing students and/or need assistance) from the backpack. Staff will fill out

Emergency Drill Log and submit.

The office staff must take the emergency cards, medication, first aid kit, safety backpack, visitor log, cell phone, radios, and keys. All staff and students must be accounted for.

Teachers should check their buddy classroom to ensure everyone has evacuated and assist or evacuate the class yourself if necessary.

Evacuation responsibilities and procedures for Teachers:

1. The teacher will review with all students the fire, earthquake, lock-down - HARD Lockdown and SOFT Lockdown drill procedures during the first week of attendance at the school.
2. The teacher will review with all students the procedures and exit routes at least once each month.
3. Immediately following an emergency drill, the teacher will help students to evaluate their conduct during a drill.
4. The teacher will give the Drop, Cover and Hold command during an earthquake, a surprise attack or when deemed necessary.
5. The teacher is responsible to see that all students are safely evacuated.
6. The student files, the classroom waters, and sanitation materials (i.e.: bucket, kitty litter, toilet paper) will remain in the classroom. If such items are needed the Search Team or IC designee will retrieve the items. Accordingly, these items should be maintained in a visible area to assist with their collection during an emergency.
7. If there is a blocked exit, the teacher will know the alternate route and guide or instruct the students to proceed with a secondary evacuation route.

8. The teacher will supervise his/her students and will remain with the students. Those teachers who are members of the ICS and their presence is required elsewhere, will turn over his/her students to a teacher on the Student Supervision Team for supervision before reporting to duty at their ICS location.

9. Procedures for moving to the evacuation area:

- Students are to line up silently and in single file.
- No talking, running or pushing is allowed. A specific line order is not necessary.
- The teacher will take the emergency pack.
- The teacher will take the current roster and any additional vital information.
- The teacher will take the room keys.
- The teacher will take his/her cell phone.
- The teacher will leave the door opened and unlocked, or in the case of a fire or other appropriate emergency, will close the door.
- The teacher will check the evacuation route to make sure it is safe. The teacher will direct the students to move to the evacuation site in accordance with the route or other safe route as determined by the teacher. DO NOT WALK UNDER COVERED WALKWAYS UNLESS IT IS NECESSARY.
- The teacher will be the first to leave the room and the last person in their class line, making sure all students are safe during the evacuation.
- The teacher will check to make sure that other teachers and staff are not injured before evacuating the building in accordance with the Classroom Buddy Assignments.

10. If there is an injured, immovable student, the teacher will leave the immovable student, lead the remaining students to the evacuation area and immediately notify the Command Post of the location and condition of the immovable student in the classroom.

11. If there is an injured, immovable teacher, the students will evacuate with a Buddy Teacher. The Buddy Teacher will immediately notify the Command Post of the location and condition of the immovable teacher.

12. Upon arrival at the evacuation site:

- All specials (library, art, PE, etc.) teachers will return students to their homeroom teacher.
- The teacher will direct students to form a line.
- The students are to remain silent and attentive. Unless otherwise instructed, students may be seated in line.
- The teacher will take roll call of the students, using the Updated Roster, to ensure every member of the class is present or accounted for. The teacher will look up and see each student as she calls their name. Students will respond by raising their hand and loudly stating, "Here!"
- The teacher will report the results of the Attendance by posting either the Green (all accounted for) or Red (missing students or need assistance) card and filling out the Emergency Drill Sheet Log. The Drill Logs will be collected by the Business Operations Manager.
- The teacher will render first aid if necessary or if the school nurse or First Aid Team is not available.
- Students on the playground should proceed to their previously designated area and assume regular emergency procedure discipline.
- During a fire drill, the teacher will remain with the class.

13. The teacher will assist others as directed by the ICS.

14. An All Clear signal will be given by the site director or dean to return to your classrooms.

15. At the conclusion of the emergency, the teacher will walk the students back to the classroom in an orderly and silent manner.

**Evacuation of Disabled
Students General
Procedures:**

An individual plan should be formulated for each disabled student or staff member in your school who requires assistance during an evacuation due to physical, cognitive, or emotional/behavioral needs. This plan should be reviewed with all staff directly involved with the student, including (but not limited to) the school nurse, classroom and special education teachers, and all adults assigned to aid disabled students in an emergency requiring evacuation.

Options include:

1. Overriding discontinuance of elevator (physical disability).
2. Carrying student (physical disability).
3. Adult and student waiting for fire department in a prearranged area (physical disability)
4. Staff person assigned to specific student(s) to assist student during an evacuation.

When developing your individual plans for disabled students, consultation with the fire department is strongly advised. **Identify Disabled Individuals Needing Evacuation Assistance and Post Evacuation Plan:**

Identify any student or staff member who may need evacuation assistance (e.g., individuals who are in wheelchairs or unable to use stairs). Develop a specific plan for their evacuation. It is recommended that each student's classroom teacher be designated to assist the student in getting to the Evacuation Staging Area. The designated teacher may need to transfer their class to another teacher to remain with the disabled student until they are evacuated. The Site Administrator must:

- o Identify students or staff needing evacuation assistance
 - o Develop an evacuation plan for each student or staff member
 - o Post a list of these individuals and their evacuation plan on the Fire Panel
 - o Put list of disabled individuals in the secretary's copy of the student emergency contact information roster. See sample form.
 - o Inform the classroom teacher of each student or staff member of the evacuation plan
 - o Inform students and parents of the evacuation plan
- Evacuation of**

Wheelchair-Confined Individuals:

To accomplish a safe evacuation from the second floor of a building, the following procedures should be followed:

1. Designated staff members should be assigned to assist wheelchair users down the stairs. The number of staff members required would depend upon the number of people needing assistance. Three staff members per wheelchair would be the minimum number needed (two staff members to transport the person and one to bring the wheelchair or to assist in other ways).
2. A designated area by the stairs (out of the evacuation path) should be assigned where wheelchair users can gather. This will aid in their accountability and speed up their evacuation. Because a hazard is created when evacuating wheelchair-confined students down stairs, unless necessary, they should not be transported.
3. If it is determined an actual fire hazard exists and evacuation must be made using stairs, the wheelchair-confined should be the last to be transported down the stairs. Because their movement will be slow, their evacuation may hinder the evacuation of others if on the stairs at the same time. In addition, the rushing of others may knock down physically challenged individuals and their transporters.

4. If wheelchair-confined individuals must be transported down stairs, the evacuation should be accomplished by staff properly training in the following methods:

- o Chair carry

- o Fore-and-aft carry

- o Two-handed and four-handed seats.

- o Evacuation chair. This chair is designed to ride on the ends of stair treads so one person can easily guide it down the stairs. The evacuation chair is lightweight, folds flat, and can be unobtrusively stored.

First Aid Team:

Will move to their designated area, unpack supplies as they become available and set up triage, treatment stations, and a morgue if necessary.

The First Aid Team will follow their pre-assigned responsibilities as outlined.

The First Aid Team will assess the extent and incidence of injuries and tag them accordingly. All persons sent to triage are to be tagged. The triage categories are as follows:

MINOR: Move to walking wounded

DELAYED: May be able to take direction to help one

another IMMEDIATE: Tag victim, note time and type of injury

DECEASED: Should be removed as far away as possible

Treat injuries to the extent possible. Inform outside emergency personnel via the IC as to the status of the injured.

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

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

Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out of home care.

1. Child Abuse

- Injury inflicted by another person
- Sexual Abuse
- Neglect of child's physical, health, and emotional needs

- Willful cruelty or unjustifiable punishment
- Unlawful corporal punishment or injury

2. Not Considered Child Abuse

- Mutual affray between minors
- b. Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For the purposes of self defense
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escapee

B. Mandated Child Abuse Reporting

- Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
- Any school district employee, police department employee, or any employee of an organization whose duties require direct contact and supervision of children who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child

protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practicably possible by telephone to (408)

299-2071. AND A written report must be sent within 36 hours of the telephone call to the child protective agency.

- Any school district employee, police department employee, or any employee of an organization whose duties require direct contact and supervision of children who has knowledge of or who reasonably suspects mental

suffering has been inflicted on a child or his or her emotional well being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

- When two or more persons who are required to report are present and jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the telephone report

may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member

designated to make the report failed to do so, shall thereafter make such a report.

- The intent and purpose of the law is to protect children from abuse and neglect. The definition of a child is any person under 18 years of age.
- This entire section on Child Abuse has been taken from California Laws Relating To Minors manual.

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- Involuntary sexual activity is always reportable.
- Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles

and nieces or aunts and nephews. (Family Code § 2200).

- Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship,

and this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is Younger than 14 Years of Age and:

- Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- Partner is 14 years or older; lewd & lascivious acts committed by a partner of any age; partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- There is unlawful sexual intercourse with a partner older than 21 years.
- There is lewd and lascivious acts committed by a partner more than 10 years older than the child.
- The partner is the alleged spouse and over 21 years of age.

Reportable Sexual Activity if the Child is 16 or 17 years and:

- The partner is less than 14 years of age.
- There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship.
- The partner is the alleged spouse and there is evidence of an exploitative relationship.

Reportable Sexual Activity if the Child is under 18 years:

- Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other

indications of an exploitative relationship.

- Unlawful sexual intercourse of a child 14 to 15 years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or both.

Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child

abuse.

This information has been taken directly from the Santa Clara County Child Abuse Council Informational Handout.

E. Child Abuse Reporting Number: (408) 299 2071

F. Staff Training

- Teachers are in-serviced the first day back from summer break. They are presented a PowerPoint presentation on the school rules, dress code and student discipline/ referrals.
- Teachers are also trained or retrained on emergency drills during the school year and practice drills.
- New Teacher Training at the Foundation Office.
- Teachers are directed use the Teacher Handbook for further reference.
- Teachers are directed to use the School Safety Plan posted on the school website.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100) Disaster Plan (See Appendix C-F)
Incident Command System (ICS)

The ICS provides overall direction and sets priorities for an emergency. In operations, the ICS has five functions: management, planning/intelligence, operations, logistics and finance/administration. Under each of these functions, schools should pre-assign specific individuals, based on their job roles and responsibilities, to assist in the management of school site operations.

Management (overall policy direction)

Site Director/Administrator: Dr. Sherry Segura

The critical incidents and/or disaster determine who will be the Incident Command (IC) Officer. Until the arrival of the Incident Command Officer, the site administrator is in charge. The site administrator is most often the site director unless circumstances dictate otherwise.

Communications

Public Information Officer: Dr. Sherry Segura

The administrator may authorize and designate a trusted, well-trained individual to coordinate information being released to the press and make public announcements.

Bi-Lingual Translator: Ms. Bibiana Cruz

Assists in communication in schools as needed.

Safety Officer: Mr. Jesus Rios

This person serves as a liaison officer. S/he is the point of contact for assisting and cooperating with agency representatives. (Fire, law enforcement, EMS, Red Cross)

Planning/Intelligence: Ms. Gricelda Gonzalez

Teachers, librarians, computer center managers and teachers' aides can perform this function. These individuals must be able to use communication equipment, gather information in a timely manner and weight it for significance.

Operations Coordinator: Mr. Edgar Gudiel

Member of the command team overseeing the efforts of the emergency teams directly related to health and safety. These teams include: First Aid, Search and Rescue, and Student Assembly and Release.

First Aid Coordinator: Ms. Rochelle Fong

Know where all the supplies are located, supervises first aid prior to EMS's arrival, coordinates with EMS. This person is usually the head nurse/health clerk.

Search and Accountability Coordinator: Student Life Team

Accounts for everyone on site as quickly as possible. This person must have access to attendance records, visitor sign-in sheets, emergency data cards of students and any other information that will assist in accounting for the school population. This person works closely with the Student Assembly, Shelter & Release Coordinator.

Student Assembly, Shelter & Release Coordinator: Attendance Clerks

Supervises students in evacuation site, organizes shelter, and coordinates student release after evacuation.

Logistics Coordinator: Ms. Claudia Moreno

Knows layout of building and grounds, location of shut-off valves and utility lines and is familiar with

blueprints. Traffic Safety Coordinator Oversees transportation system: Student Life Team

Food, Water, and Supplies Coordinator: Ms. Andrea Lopez

Oversees distribution of food, water, and essential supplies throughout critical incident Cheat Sheet (in drive) and allow them to customize for school site.

OPTION 1: Incident Command System (ICS) Key Responder List
Management

Site Director/Administrator: Dr. Sherry Segura

Public Information Officer: Dr. Sherry Segura

Safety Officer: Mr. Dione Mason

Emergency Resource List

Secondary Campus:

School Name: Roberto Cruz Leadership Academy,

Principal: Ms. Claudia Moreno

School Address: 14281 Story Road, San Jose, Ca 95127

School Phone: (408) 729-2281

School Website www.sjrcla.org

Emergency Phone

EMERGENCY 911

EMERGENCY PHONE EXTENSIONS and CONTACTS

For Mental Health Counseling Social Emotional

Referrals Dr. Rochelle Fong, Director Student

Services x1022

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Student Discipline Practices

Roberto Cruz Leadership Academy (RCLA) institutes a restorative justice approach to discipline that seeks to avoid suspension, expulsion and other punitive forms of discipline and promote conflict mediation, public apologies and community service as alternative means of discipline. It is the goal to allow students the opportunity to reflect and take ownership of their behavior and make amends for the wrong or harm that they bring to the RCLA community. The goal of

the discipline policy at RCLA is to maintain a safe and successful learning environment. We believe that all children want to learn and be part of the group. We believe that all children need guidance, structure, and consistency to help them achieve self-control.

The Principal within applicable law and following all due process requirements in accordance with AB 1360, may use his/her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a student subject to discipline under this section. However, a student, including an individual with exceptional needs as defined in Section 56026, may be suspended for any of the reasons enumerated above upon a first offense, if the principal determines that the student violated subdivision (a),(b).(c),(d), or(e) of Section 48900 or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

If an offense listed above that could subject a student to suspension or expulsion is alleged to have occurred, the principal or designee shall investigate the allegation. If the alleged allegation appears to have occurred and the suspension would be less than 10 days, the student will be provided oral or written notice of the charge(s). If the student denies the charges, the school must provide explanation of the evidence that supports the charges, and an opportunity for the student to present his or her side of the story (Ed. Code 47605(b)(5)(J)(i)).

For expulsions or suspensions of 10 days or more, the school must provide timely, written notice of the charges against the student and an explanation of the student's basic rights. Within a reasonable number of days, the school must hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence and witnesses, to confront and cross examine adverse witnesses and at which the student has the right to bring legal counsel or an advocate (Ed Code 47605(b)(5)(J)(i)).

No student will be involuntarily disenrolled, dismissed or transferred by the charter for any reason unless the parent or guardian has been provided written notice at least 5 school days before the effective date of his or her removal. For all involuntary removals, including expulsions and dismissals for non-disciplinary reasons, parents must be informed of their right to a hearing before the effective date of the removal. If the student's parents or guardian initiates the hearing procedures, the student must remain enrolled until the charter school issues a final decision (Educ. Code 47605(b)(5)(J)(iii)).

The decision of TFHE is final.

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

A. Notification to Teacher Re: Violent or Dangerous Student

Ed Code 49079 requires that we notify classroom teachers/bargaining unit members of students who have engaged in, or are reasonably suspected of engaging in certain suspendable or expellable acts. Those acts are listed in section 48900 of the Education Code and are included in the end of this section

The goal of the plan is to define a system whereby every classroom teacher and substitute will have immediate access to the names of those students currently enrolled in his/her classroom who meet the criteria of Education Code section 48900.

Roberto Cruz Leadership Academy Plan

In order to clarify Ed Code 49079 to those teachers not familiar with Ed Code regarding distribution of this information, I copied a copy of the Ed. Code to the back side of each teacher's report (staff handout).

- We then folded the 2 sided sheet over to show the teacher name, covering up any of the student information concerning suspensions.
- We distributed information at a staff meeting along with a brief announcement pertaining to confidentiality and the purpose for disseminating this information.
- We also cautioned about biases/prejudices, etc...understanding that kids will make mistakes and many have learned from their mistakes and will move on to graduation without further incident. The announcement to staff also mentioned that some teacher will have longer list than others and it is determined on the particular class they teach.

California Education Code Section 49079

California Education Code Section 49079

(a) A school district shall inform the teacher of each pupil

who has engaged in, or is reasonably suspected to have

engaged in, any of the acts described in any of the

subdivisions, except subdivision (h), of Section 48900 or in

Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil

engaged in, or is reasonably suspected to have engaged in,

those acts. The district shall provide the information to the

teacher based upon any records that the district maintains in

its ordinary course of business, or receives from a law

enforcement agency, regarding a pupil described in this

section.

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

Sexual Harassment

Inappropriate sexual conduct will not be tolerated and may constitute sexual harassment. Roberto Cruz Leadership Academy does not condone or tolerate any form of sexual harassment involving educators, staff or students. The school system is committed to the creation and maintenance of a learning and work environment in which all persons who participate in school programs and activities can do so in an atmosphere free from all forms of sexual harassment. It is the responsibility of every admin team and director to recognize acts of sexual harassment and take necessary action to ensure that such instances are addressed swiftly, fairly, and effectively. The school system prohibits retaliation against an individual who reports an incident or cooperates with an investigation of a reported incident.

Prohibited Conduct. Prohibited conduct may include, but is not limited to, unwelcome behavior with sexual overtones that is intimidating or offensive to the recipient or observer of the behavior. For example:

- * Grabbing, touching or patting
- * Sexual propositions
- * Sexually offensive pictures, magazines, notes, calendars, cartoons or jokes
- * Unwanted flirtations or advances
- * Verbal abuse
- * Repeated pressure or requests for sexual activities
- * Rewards for granting sexual favors or the withholding of rewards for refusing to grant sexual favors
- * Sexually

degrading names Where

to Go for Help

Educators and staff of the Roberto Cruz Leadership Academy may contact any of the following individuals or offices for guidance, information, or resolution of a sexual harassment issue.

- * Jesus Rios, Director
- * Dr. Sandra Jewitt, Human Resources

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

School uniform policy

Uniform policy

The Roberto Cruz Leadership Academy requires that each student report to school in a school approved uniform. The school believes that uniforms are essential to help students develop pride in their school. Other reasons for requiring uniforms are that they teach students to follow school rules and to dress appropriately for special events. The uniform policy was also created to ensure that we maintain a positive and safe school climate. Students in uniform are easily identified by our school's faculty, staff, and visitors, and easily distinguished from Roberto Cruz Leadership Academy students and visitors. Below is a list of guidelines that must be followed on a daily basis.

THE COLORS BLUE OR RED (any shade) ARE NEVER ACCEPTABLE

Regular dress

Students are expected to wear a white or black polo-shirt with the appropriate RCLA school logo. RCLA school polo shirts are available for purchase through the main office.

Students are expected to wear the professional dress on Mondays throughout the year. This consists of slack, ties and shoes for the boys. Appropriate dresses, skirts, and shoes are expected for the girls.

Students are expected to wear appropriate black pants that include (Dockers or other pants/slack brands). ?

Students are expected to wear outerwear (i.e. sweaters, hoodies) that have RCLA's name and/or logo. The only acceptable imprint/graphic is our RCLA school logo or the RCLA t-shirt or hoodie designed in Summer Bridge.

During the summer months and HOT DAYS, ONLY students may wear appropriate shorts.

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

Please see Evacuation Map

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

Creating and Maintaining a Healthy School Culture and Climate

Element:

School Discipline and Social-Emotional

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
To create and maintain a safe and effective learning environment at RCLA using positive discipline based on restorative practices	The administrative team will work to explore alternative consequences to out-of school suspensions. Working with the Site Leadership team, administrators will create more opportunities for positive recognition of RCLA students that have improved behavior and increased outreach to parents for both positive behavior and behavior challenges.	Teachers at RCLA Dr.Fong- Director of Student Services Social/Emotional Therapist Counselors SPED Director	School Administrators	Ongoing, throughout the academic year

Component:

Building School Climate and Culture- Student Retention Rate

Element:

Retaining Freshman Students at RCLA

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Freshman Student Engagement	Freshmen Summer Bridge Academy Freshman Orientation will include time for all Freshmen to learn about and identify possible activities, clubs, sports and community service with which to become involved. Sign-up process will be integrated into orientation agenda.		Administrator at Schools	Freshman Orientation Link Crew Activities

Component:

Promoting and Tracking Positive School Behaviors

Element:

Behavior Logs and Behavior Ladders

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Tracking Positive Student Behaviors	Teachers and staff will be given positive behavior referrals to give out to students for Achievement, Improvement, and Citizenship, and the positive referrals will be tracked in a spreadsheet. Updates will be given to teachers and staff at Staff Meetings and through email. At the end of each grading period, a Showcase of Learning Assembly recognizing student achievement will be held by grade level.	Positive Referrals and supplies for student prizes Classified staff to maintain positive referral database. Site Leadership	Principal Claudia Moreno	April – June

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

Roberto Cruz Leadership Academy Student Conduct Code

Discipline Policies.

School Entry Procedures. All students who enter the building will be required to show their I.D.'s when asked. Late students must go to the attendance office and get a tardy pass. Students who do not get a tardy pass will receive a call home informing parents of an absence.

Tardy Student Entry Procedures. Students who arrive tardy to school will be processed by a staff member from the attendance/discipline office. Students will be asked for their I.D. or key in their I.D. number. Students will receive a tardy pass from the staff member who processed them. The pass informs students they have been assigned to detention.

Detention. Students are expected to serve detentions on their own and will not be picked up by staff members. Students may serve their detentions after school for 60 (sixty) minutes in Room 105. Students who do not serve their detention will face further disciplinary action.

Attendance Expectations and Policies. The attendance office is located on the first floor. Students are expected to attend school daily and on time. If a student is absent or needs to correct an attendance error, he/she can be helped in the attendance. Notify the office immediately when contact information and emergency information have changed. Call the attendance office by 8:30 am if your child student will not attend school. Return to school with an excused absence note for an acceptable excused absence. Notes will only be accepted up to one week after the absence (unless it is a doctor's statement). Absences are only excused for the following reasons: student illness, observance of religious holiday, death in the immediate family, family emergency, circumstances which cause reasonable concern to the student's parents, to the student's safety or health. Other situations beyond the control of the student.

Truancy. Students must attend high school until age 18 in the state of California, a five (5) day letter will be sent by mail when a student has 5 or more unexcused absences. A ten (10) day certified letter will be mailed when a student has 10 or more unexcused absences. When a student has fifteen (15) days or more of unexcused absences, you may encounter the following circumstances: Parent and student will be required to attend truancy workshops. Parent may be required to participate in on-going parent education workshops. Copies of all truancy letters will remain in the student's attendance file. Staff will be required to conduct home visits to determine if the address is accurate. The student may be removed from enrollment at Roberto Cruz Leadership Academy. The student may need help transitioning to an alternative school.

Cell Phones. Only a parent or guardian will be allowed to pick up the cell phone when it was confiscated, or teacher confiscate the phone or student completes a written reflection or student receives device at the end of the school day. The first time it is confiscated it will return to a parent or teacher brings phone/device to director. The second time a parent meeting held with administration. Student assigned to detention. The third time teacher brings phone to director and is kept for one week. Student is assigned to Saturday school or community service on top of the 100 required for graduation.

Dress Code. Monday to Friday, students should wear an approved school polo, shirt, or sweatshirt.

Professional Dress. Professional dress will occur each Monday during the school year; on these days students are expected to "dress to impress". Students may not wear the following: hats, hoods on their head, pajamas, short shorts, skirts, capris, etc. above the knee. Leggings that are sheer or see through. Memorial/RIP clothing. Words, images, and symbols that are inappropriate for school. Pants ripped to an immodest degree. See-through clothing deemed to be immodest.

Hall Sweeps. Students should arrive to class on time. Students who are late will be swept at a sweep station where they will scan I.D. or key in their I.D. number. Students will be issued a pass to return to class and coded as tardy for the period. Three (3) tardies will result in a detention.

Visitors. A person who has legitimate school business to transact, such as a conference with a staff member, and whose conduct is not disruptive or disturbing to the normal operation of the school is an authorized school visitor.

All visitors must register in the Attendance Office, and wear a name tag. Classrooms visits and conferences by parents and other persons in the school are encouraged. Any person causing a disturbance on any part of

School property or having no lawful business shall be notified by the school director or person designated in writing by the director that the intruder's presence is contrary to the law and shall be asked to comply with the law. In those instances when the individual refuses to comply with the law, the police are notified.

Elevators.

The elevators are restricted for students, unless an ADA accommodation is required OR if the student is ill with the doctor's authorization, passes are issued in the Attendance office.

The Education Code sets out grounds for suspension and expulsion. The following examples of prohibited conduct do not include all the legal grounds for student discipline. Students violating the Code of Conduct (at school, school events, or traveling to/from school or school events) are subject to detention/suspension/expulsion or transfer. Students who are suspended may not attend or participate in school-related events (i.e., athletic games, school dances) for 10 calendar days from the incident.

Any student under the influence or in possession of alcohol or drugs at a school event may not attend or participate in school related events for 60 calendar days from the incident. In addition, if the incident occurs at a school dance, the student may not attend the next school dance. The school sites will provide alternative interventions/consequences to avoid suspension or expulsion such as mediation, restorative circles, detention, community service or Saturday school. However, the administration reserves the right to suspend or expel a student from school if the student's presence on campus poses a safety threat to themselves, their peers, or school staff. Disruption Acts of disruption include, but are not limited to, hazing, taunting, and harassment of individuals or groups of students.

Defiance:

Acts of defiance or disobedience include inappropriate language or gestures directed against school personnel, and/or refusing to comply with school personnel and/or a refusal to comply with a reasonable request or directive from school

personnel engaged in the performance of their duties. This includes, but is not limited to, refusal to serve DETENTION, insulting or abusive remarks, willful defiance, giving false information, failure to follow the code of conduct, or failure to identify oneself to teachers or other school personnel.

Profanity/vulgarity:

Committed an obscene act or engaged in habitual profanity/vulgarity: Students, who use profane or vulgar language and or gestures, either verbally or in writing including e-mail, are liable for DETENTION or COMMUNITY SERVICE on the first offense. Habitual offenders could face more severe consequences.

Substance abuse

RCLA prohibits the use of alcohol or drugs by anyone, anywhere on school property and at any school-sponsored event. A student may not bring or use drugs at school or at a school activity, have intoxicating beverages or drugs in his/her possession at school or at a school activity, or attends school or a school activity under the influence of alcoholic beverages or drugs. Possession of drugs or possession of alcohol by anyone under the age of twenty-one is a violation of the law (Penal Code Section 647.5). The school administration reserves the right to involve law enforcement and/or social service agencies, as it deems necessary or appropriate.

The administration may use Passive Alcohol Sensor (PAS) devices at any or all RCLA events, activities, or programs.

A. Use, Possession of Tobacco – Ed. Code 48900(h)

RCLA prohibits students from possessing or using tobacco or tobacco products on campus or anywhere by anyone, on school property and at any school-sponsored event. Any student who brings or uses tobacco products at school or at a school activity may also be assigned to an alternative tobacco program. Repeat offenders could face more serious consequences.

B. Use, Under the Influence of, or Possession of a Controlled Substance or Alcohol – Ed. Code 48900(c)

Any student who uses, possesses, or is under the influence of a controlled substance or alcohol at school or a school event will be suspended and may be subject to administrative transfer or expulsion. Police intervention may be called upon.

C. Offer, Sale, Furnish a Controlled Substance or Alcohol – Ed. Code 48900(c) & (d):

Any student who offers, sells, or furnishes alcohol or drugs to another person at school or a school function will be suspended and may be subject to administrative transfer or expulsion. Police intervention may be called upon.

D. Offer, Sale, or Possession of Drug Paraphernalia – Ed. Code 48900(j)

Students may not offer, sell, or possess drug paraphernalia at school or a school function. Police intervention may be called upon. Any student under the influence or in possession of alcohol or drugs at a school event may not attend or participate in school related events for 60 calendar days from the incident. In addition, if the incident occurs at a school dance, the student may not attend the next RCLA school dance.

injury

A. Fighting – Ed. Code 48900(a)(1)

Students shall not fight or attempt to cause bodily harm to another student through physical contact. If a student is attempting to involve another student, that student should walk away and report it to a campus aide, teacher, or administrator. If a student is a victim of a sudden unprovoked attack or fight, that student shall disengage as soon as possible and report the incident to a school official. Students who instigate fights will be subject to the same consequences as those who are actually involved in fighting, which can include expulsion.

B. Assault and Battery

Students shall not cause, attempt to cause, or (written, including e-mail, or oral) threaten to cause injury of any kind to a student while at school or any school-sponsored event. Students involved in an assault or battery are subject to suspension, possible administrative transfer, expulsion and police referral.

Please note that a student may be recommended for expulsion upon their first involvement in a fight or assault/battery.

Hate violence:

No person shall, by force or threat of force, willfully injure, intimidate, or interfere with, oppress, or threaten any other person in the free exercise of enjoyment of any right or privilege secured by law because of the other person's race, color, religion, ancestry, national origin, immigrant status, homelessness, economic status, gender, sexual orientation, marital status, age, medical condition, physical appearance, or physical or mental disability. No person shall knowingly deface, damage, or destroy the real or personal property of the school or any other person for the purpose of intimidating or interfering with the free exercise or enjoyment of any right or privilege secured to the other person by law because of the other person's race, color, religion, ancestry, national origin, immigrant status, homelessness, economic status, gender,

sexual orientation, marital status, age, medical condition, physical appearance or physical or mental disability.

Bullying:

Any act of bullying, including, but not limited to bullying committed by means of an “electronic act”, may result in counseling, suspension, police involvement, and a recommendation for possible expulsion. Acts of bullying will be fully investigated before final outcomes are determined. Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device such as a telephone, wireless phone or other wireless device, computer, or pager.

Staff threats/intimidation:

Threat or intimidation of a staff member (verbal, written, electronic, etc.) at any time will result in police involvement, immediate suspension, and a recommendation for possible expulsion.

Harassment/hazing:

Any act directed against a pupil or groups of pupils that is sufficiently severe or pervasive to have the actual and reasonably- expected effect of materially-disrupting classwork, creating substantial disorder, invading the rights of that pupil or groups of pupils by degrading, disgracing, or by otherwise creating an intimidating or hostile education environment. This includes any act committed via internet, such as Facebook postings, and any act committed via text message or email. Police intervention may be necessary.

Property Damage:

Vandalism - Ed. Code 48900(f)

Students who willfully damage school property will be suspended from school. The Education Code states that any pupil who violates this rule may be suspended or expelled and the parent/guardian held liable for restitution. In addition, the student may be required to perform a school work service assignment (Penal Code Section 594).

Theft/robbery/extortion:

Theft/Robbery/Extortion - Ed. Code 48900(e) & (g)

Theft/robbery/extortion of any kind or the unlawful possession of the personal property of another is a violation of the law (Penal Code Section 487 and 488). Law enforcement agencies will be enlisted when the investigation exceeds the powers of the school administration, whenever items are not recovered, or when in the judgment of the administration it is warranted. Students guilty of theft, robbery, or extortion will be suspended, administratively transferred, or expelled and will be required to pay restitution.

Forgery:

It is to the advantage of students, parent/guardian, and school staff to maintain a good working relationship between school and home; written correspondence and other communications are vital to that relationship. Students who violate this trust by intercepting school communications or forging signatures on school forms or notes will have their parent/guardian contacted, may be SUSPENDED from school, and may be assigned alternate ways to confirm parent/guardian approval/receipt of correspondence.

Gambling:

Any form of gambling is cause for parent contact and DETENTION on the first offense and suspension thereafter.

Dangerous objects/weapons

Weapons, Instruments or Substances - Ed. Code 48000(b), Penal code Sections 245 and 626.9:

The possession or use on campus of weapons, instruments, or substances designed to cause or capable of causing bodily harm is prohibited.

RCLA defines a weapon as any object, including knives or guns that can be used to hurt another person or to make that person think he or she will be hurt in some way. If the object is a gun, it makes no difference if the gun is loaded or unloaded, whether the gun can be fired or not fired. Examples of a gun include, but are not limited to, any “look-alike,” imitation, or replica; a toy, BB or pellet gun; any forced air or CO2, pressure gun; starter pistol; or paintball gun. Examples of a knife are, but are not limited to, any object with a blade or sharp point or edge; examples include razor blades, switchblades, pocket knives, Swiss Army knives, dirks, daggers, utility blades, x-acto knives, or ice picks. Other objects prohibited are brass-knuckles, martial arts weapons, clubs, etc. Having a “weapon” on school property, in a school locker, in a car (this includes the trunk and glove compartment), in a backpack, or at a school activity is not permitted and will cause the student to be recommended for expulsion from school.

internet policy and electronic devices

In order to use a district computer, Internet account, or e-mail address, each student must have a completed and signed RCLA Acceptable Use Policy Agreement on file. Violations of the Acceptable Use Policy can result in the loss of technology services, as well as detention, suspension, or expulsion.

Electronic devices are: Personal Radios, MP3/iPods, CD, DVD, Cellular Phones, Walkie Talkies, Electronic Games, Tablets, and Paging Devices - Ed. Code 51512, 48901.5:

The school cannot be responsible for such items. If seen or heard during instructional time, they will be taken from the student. The student's parent/guardian must pick up the electronic device at the end of the school day. Repeated infractions will result in possible SUSPENSION, and/or the holding of the item until the end of the semester. NOTE: Emergency messages to students should be delivered through the Main Office.

Search and Seizure

RCLA Administration and campus security reserve the right to search students and their possessions (backpacks, purses, clothes, cars, etc.) if we have reasonable cause to believe they may be in possession of a weapon, drug, or substance that jeopardizes the safety of our campus. It is RCLA Policy that we will always try our best to notify a parent or family member after we search a student, even if we find nothing illegal in the student's possession.

RCLA Administration and campus security reserve the right to search a student's cell phone or electronic device if we have reasonable cause to believe that the phone may contain texts, photos or evidence of an inappropriate or illegal act. This includes anything found in a student's Facebook, Instagram, Twitter, Snapchat, or any social media account or app. Students must hand over their phone for a search if an administrator asks for it.

The Discipline Review Board (DRB)

The Dean of Students may invoke a DRB for matters of a serious nature, ones that may warrant suspension or expulsion, or if the Principal believes the student may be better served by this process.

The Discipline Review Board is facilitated by the Director of Student Services and two administrative employees of the Foundation for Hispanic Education. Unless notified, the student referred to the DRB must attend the DRB session. With the exception of school staff, no other persons may be present at a session of the DRB.

Attorneys representing a student and/or his/her family must notify the Director of Student Services prior to the DRB session.

The Dean of Students presents the facts of the infraction(s), the consequences as outlined in the handbook, and any preceding cases that have happened in the past. The student and parent(s) are invited to speak to the infraction(s) as well as discuss their proposal to address the consequences as outlined in the handbook. The DRB is not a time for the student and/or parent to litigate the facts or reason for the meeting.

Conduct Code Procedures

(K) Hate Crime Reporting Procedures and Policies

Hate violence

No person shall, by force or threat of force, willfully injure, intimidate, or interfere with, oppress, or threaten any other person in the free exercise of enjoyment of any right or privilege secured by law because of the other person's race, color, religion, ancestry, national origin, immigrant status, homelessness, economic status, gender, sexual orientation, marital status, age, medical condition, physical appearance, or physical or mental disability. No person shall knowingly deface, damage, or destroy the real or personal property of the school or any other person for the purpose of intimidating or interfering with the free exercise or enjoyment of any right or privilege secured to the other person by law because of the other person's race, color, religion, ancestry, national origin, immigrant status, homelessness, economic status, gender, sexual orientation, marital status, age, medical condition, physical appearance or physical or mental disability.

(J) Procedures to Prepare for Active Shooters

Procedures for Preventing Acts of Bullying and Cyber-bullying

Safety Plan Review, Evaluation and Amendment Procedures

Safety Plan was approved by RCLA's School Site Council and ELAC Committees . No amendments were needed. The safety plan was approved.

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School Site	Roberto Cruz Leadership Academy	(669) 225-4707	Principal Claudia Moreno
Law Enforcement/Fire/Paramedic	San Jose Police Department	(408) 227-8900	
School District	East Side Union High School District	(408) 347-5000	Superintendent Glenn Van Der Zee

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
School Site Council	August-September	
Cafecito with Parents	August-October	Cafecito with Parents discussed safety plan and upcoming drill dates: Fire Drill, Earthquake Drill, Lock Down Drill
School Site Council/ ELAC Meeting	January	SSC/ ELAC reviewed, discusses and approved safety plan

Roberto Cruz Leadership Academy Incident Command System

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management (overall policy direction)

Site Director/Administrator: Dr. Sherry Segura

The critical incidents and/or disaster determine who will be the Incident Command (IC) Officer. Until the arrival of the Incident Command Officer, the site administrator is in charge. The site administrator is most often the site director unless circumstances dictate otherwise.

Communications

Public Information Officer: Dr. Sherry Segura

The administrator may authorize and designate a trusted, well-trained individual to coordinate information being released to the press and make public announcements.

Bi-Lingual Translator: Bibiana Cruz

Assists in communication in schools as needed.

Safety Officer: Mr. Jesus Rios

This person serves as a liaison officer. S/he is the point of contact for assisting and cooperating with agency representatives. (Fire, law enforcement, EMS, RedCross)

Planning/Intelligence: Gricelda Gonzalez

Teachers, librarians, computer center managers and teachers' aides can perform this function. These individuals must be able to use communication equipment, gather information in a timely manner and weight it for significance.

Operations coordinator: Edgar Gudiel

Member of the command team overseeing the efforts of the emergency teams directly related to health and safety. These teams include: First Aid, Search and Rescue, and Student Assembly and Release.

First Aid Coordinator: Rochelle Fong

Know where all the supplies are located, supervises first aid prior to EMS's arrival, coordinates with EMS. This person is usually the head nurse/health clerk.

Search and Accountability Coordinator: Student Life Team

Accounts for everyone on site as quickly as possible. This person must have access to attendance records, visitor sign-in sheets, emergency data cards of students and any other

information that will assist in accounting for the school population. This person works closely with the Student Assembly, Shelter & release coordinator.

Student Assembly, Shelter & Release Coordinator: Instructional Staff

Supervises students in evacuation site organizes shelter and coordinates student release after evacuation.

Oversees distribution of food, water, and essential supplies throughout critical incident Cheat Sheet (in drive) and allow them to customize for school site.

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

If you have an EXTREME EMERGENCY dial 9-1-1.

When dialing this number, you will be contacting the Santa Clara County Fire, Police and Medical Response. What is an EXTREME EMERGENCY?

- In any Life-Threatening Emergency.
- A person in need of immediate medical attention

Please Note:

- The person calling 9-1-1 will become the initial point of contact for the emergency.
- While calling 9-1-1, please send a student or staff member to notify the closest Administrator
- Administration will respond to the classroom or location of the incident
- Administration will implement proper

protocol Emergency Response Procedures

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A.Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B.Action: LEAVE BUILDING

Action: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for—but not limited to—the following emergencies:

- 1.Fire
- 2.Peacetime Bomb Threat
- 3.Chemical Accident
- 4.Explosion or Threat of an Explosion
- 5.Following an Earthquake
- 6.Other similar occurrences that might make the building uninhabitable
- 7.At the onset of a Code Red/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

1. Severe Windstorm (short warning)
2. Biological or Chemical Threat
3. Sniper Attack
4. Rabid Animal on School Grounds

D.Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster

itself. Action: DROP consists of:

1. Inside school buildings
 - Immediately TAKE COVER under desks or tables and turn away from all windows
 - Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
2. Outside of School Buildings
 - Earthquake: move away from buildings
 - Take a protective position, if possible
3. Explosion/Nuclear Attack:
 - Take protective position, OR,
 - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E.Action: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut off valves will be shut off for each applicable building under the joint authorization of the administration and head custodian.

F.Action: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

1. Fire

2. Chemical & Biological Gas Alert

3. Flood

4. Fallout Area

5. Blast Area

6. Chemical & Biological Gas Alert

7. Specific Man Made Emergency (shooting, fire, etc.)

G. Action: GO HOME

Action: GO HOME consists of:

1. Dismissal of all classes

2. Return of students to their homes by the most expeditious

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. Action: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Step Two: Identify the Level of Emergency

Level 1: Major

Disaster On-scene
incident

Commander(s) (multiple school sites) communicates
with District EOC under
command of EOC Director

District EOC
communicates with the
City EOC

Level 2: Local

Disaster On-scene
incident

Commander(s) (multiple school sites) communicates
with Abbreviated District EOC under command of
EOC Manager

Level 3: Local

Emergency On-scene
incident

Commander (Site
Coordinator) communicates
as shown

in Classroom
Emergency & Critical
Incident Plan

Based upon the size of the emergency, an Abbreviated District EOC may be activated.

Level 0: Readiness &
Routine Day-to-day
response by District

Step Three: Determine the Immediate Response Action

In the Event of a Lockdown

The purpose of a Lockdown signal is to provide the Incident Commander with a means for alerting staff and students that there is an emergency situation in the school and that for a period of time, movement in the school will be restricted.

Because of the variety of emergencies/crisis that can occur in a school it is necessary to establish two lock

down signals: Lockdown – Hard – is used when:

- (1) Incident Commander feels that it's necessary, or;
- (2) there is an active threat in/at the school, or;
- (3) there are shots being fired, or;
- (4) there is an active threat outside the school, or;
- (5) there is a hostage situation.

If the above situations are taking place, school administration will announce, "Attention on campus, we are going to begin a hard lockdown. Staff and Faculty, please check your phone for further detail."

These three situations pose the greatest threat to students and staff and require that NO ONE MOVES IN THE SCHOOL. The School Emergency Response Team is not activated. Staff not supervising children remain where they are. Personnel available in the office (Command Post) will be utilized to stabilize the situation until the police arrive on the scene and assess the situation.

Teachers close and lock their classroom doors, turn off lights, shut the blinds and drop down to the floor. Teachers should make a list (see Emergency Attendance Sheet) of all children not accounted for, add to this list the name of Any child or adult that enters the classroom after the LOCKDOWN - HARD is declared, moves the children away from windows (if possible) and have everyone sit on the floor. All room occupants should be huddled or spread out in a way that conceals their presence the best. They remain in this position until directed to do otherwise.

IF LOCKED OUT, THEN WHAT

Students who are not under direct supervision of an adult when the LOCKDOWN - HARD signal is given will find the nearest adult and follow their directions.

Any visitors to the school will remain where they are, assuming they are either in a classroom or in an office. If in either location, they should go to the nearest classroom and follow the teacher's instructions.

Teachers should not open the door to your classroom under ANY circumstances until directed by the administrator or law enforcement.

Lockdown - Soft – Is used, at the designation of the Incident Commander when in her/his opinion an emergency/crisis has occurred and it requires the holding of students for a period of time. The command activates the School Emergency Response Team who will respond to the Command Post and receive their instructions. All adults not having direct supervision of students will report to a designated location and assist in the Searching of the school for stray students and guests.

Teachers will follow the same procedures as they would for a LOCKDOWN - HARD except there is no need to move students away from windows or to sit on the floor. Instruction can continue after the Emergency Attendance Form is

completed.

A Lockdown signal should never be used for fire/explosion or weather emergency. These events have their own signal and should not be confused with Lock down situations.

Lockdown Response Office Procedures

1. Page all classrooms and declare a "Lockdown Response"
2. Record time incident or report was received –write a brief statement about incident. Record time that classrooms were paged and time doors were locked
3. Call 911 (if necessary) – Record Time
4. Call family (if necessary) – Record Time
5. Ensure there is someone to greet family and provide support – record time family arrives
6. Determine if student has siblings at the school– call for all siblings to report to determine secure location (if necessary) – Record Time
7. Gather students belongings (if necessary) – Record Time
8. Call TFHE – tell them about the situation – Record Time
9. Record when search team leaves to do first sweep and when they return with their report
10. Record when search team leave to collect attendance and when they return
11. Record when emergency responders arrive (if necessary) and when they leave
12. Record any information received from site coordinators about incident.
13. Page all classrooms and declare "All Clear" and record time.
14. Send search team to each room ensure all know an "All Clear" has been declared.

In the Event of Hazardous Materials & Shelter InPlace

1. Bring everyone into the room
2. Lock and Close all doors and windows
3. Move away from windows
4. Turn off air conditioning unit(s) or ventilation system(s)
5. Seal all doors, windows, air vents
6. Take attendance and call office to report who is in the room with you
7. Remain in your classroom, office, or building until "All Clear" is signaled
8. Allow no student into or out of your classroom, office, or building until "All Clear" is signaled.

Run= Evacuate!

- Decide if you can escape safely
- If it is safe, run as fast as you can away from the direction of the gunshots

- DO NOT stop running until you are far away from the area
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering the area, but not at the risk of your own safety
- Get away from the threat and identify a safe place
- When fleeing from danger, keep buildings, cars or other objects between you and the threat
- Do not attempt to move wounded people
- Call 911 when safe

HIDE= Lockdown!

- If escape is not feasible; hide and create a stronghold
- Lock the door, turn off the lights and close the blinds
- Take cover behind large items
- Silence your cell phones and turn off vibrate mode
- Remain quiet
- Move away from doors and windows
- Reinforce the locked doors with chairs, desks, and other items
- Erect barricades on ALL of the doors

DEFEND = Fight for your Life!

- This is a last resort
- Commit to your actions!
- Act as aggressively as possible
- Improvise weapons
- Attack in a group (Junior High & above)
- Yell and make loud noises to disorient the shooter
- If possible, grab the shooter's limbs and head, take them to the ground and hold them there

SHELTER in PLACE considerations!

- Lock all doors, close windows (no barricades)
- Remain inside; engage in normal indoor activities
- Keep movement outdoors to a minimum
- Use buddy system with at least one adult when leaving classroom
- Before leaving classroom, notify office or next door classroom
- If students are to be released; it should be by direct hand off at a location determined by the school administration
- School administrators may give the "All Clear"

announcement No special code

Remember to Working as a team:

1. Look around the room. Consider what you would do in an active shooter situation and whether it would be better to Run (escape) or Hide (barricade)
2. Come up with a list of actions you would take to protect yourself and those

around you Evacuations

Evacuations will be conducted as follows:

1. General evacuation

A general evacuation is executed upon hearing the fire alarm or with a verbal command. Standardized evacuation procedures are followed.

Fire: Evacuate at least 50 feet from the building.

Bomb Threat: Evacuate at least 300 feet from the building. Multi-hazardous: Evacuate at least 300 feet from the building.

2. Controlled evacuation

A controlled evacuation will be executed by the IC or police/fire authorities. A controlled evacuation is typically conducted classroom by classroom and staff and students are directed to evacuate away from the threat.

Areas/classrooms closest to the threat are evacuated first.

General Procedures:

1. Remain calm.
2. Ensure that an evacuation map is posted in every room. This map should include the evacuation route and site, as well as all fire extinguishers and pull stations. This map should be posted on or near the evacuation door.

Evacuation procedures for IC:

1. Responsible for organizing the School Emergency Response Team during an evacuation.
2. Coordinates and manages the overall evacuation of personnel from the building.
3. Members of the School Emergency Response Team or IC designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.
4. Relays evacuation information to first responders.

Evacuation procedures for Teachers:

Evacuate the area immediately. Take your Emergency Binder, First Aid Kit and cell phone. All staff and students are to report to the evacuation site. Staff will take attendance for their assigned group. When completed, one designated member from each group will stand and hold up the appropriate 'alert card' (Green Card = all students accounted for, Red Card = missing students and/or need assistance) from the binder. Staff will fill out Emergency Drill Log and submit to Administration.

The office staff must take the emergency cards, medication, first aid kit, safety binder, visitor log, cell phone, radios, and keys. All staff and students must be accounted for.

Teachers should check their buddy classroom to ensure everyone has evacuated and assist or evacuate the class yourself if necessary.

Evacuation responsibilities and procedures for Teachers:

1. The teacher will review with all students the fire, earthquake, lock-down - HARD Lockdown – and SOFT Lockdown drill procedures during the first week of attendance at the school.

2. The teacher will review with all students the procedures and exit routes at least once each month.

3. Immediately following an emergency drill, the teacher will help students to evaluate their conduct during a drill.
4. The teacher will give the Drop, Cover and Hold command during an earthquake, a surprise attack or when deemed necessary.
5. The teacher is responsible to see that all students are safely evacuated.
6. The student files, the classroom waters, and sanitation materials (i.e.: bucket, kitty litter, toilet paper) will remain in the classroom. If such items are needed the Search Team or IC designee will retrieve the items. Accordingly, these items should be maintained in a visible area to assist with their collection during an emergency.
7. If there is a blocked exit, the teacher will know the alternate route and guide or instruct the students to proceed with a secondary evacuation route.
8. The teacher will supervise his/her students and will remain with the students. Those teachers who are members of the ICS and their presence is required elsewhere, will turn over his/her students to a teacher on the Student Supervision Team for supervision before reporting to duty at their location.
9. Procedures for moving to the evacuation area:

Students are to line up silently and in single file. No talking, running or pushing is allowed. A specific line order is not necessary.

The teacher will take the emergency pack.

The teacher will take the current roster and any additional vital information.

The teacher will take the room keys.

The teacher will take his/her cellphone.

The teacher will leave the door opened and unlocked, or in the case of a fire or other appropriate emergency, will close the door.

The teacher will check the evacuation route to make sure it is safe. The teacher will direct the students to move to the evacuation site in accordance with the route or other safe route as determined by the teacher.

DO NOT WALK UNDER COVERED WALKWAYS UNLESS IT IS NECESSARY.

The teacher will be the first to leave the room and the last person in their class line, making sure all students are safe during the evacuation.

The teacher will check to make sure that other teachers and staff are not injured before evacuating the building in accordance with the Classroom BuddyAssignments.
10. If there is an injured, immovable student, the teacher will leave the immovable student, lead the remaining students to the evacuation area and immediately notify the Command Post of the location and condition of the immovable student in the classroom.
11. If there is an injured, immovable teacher, the students will evacuate with a Buddy Teacher. The Buddy Teacher will immediately notify the Command Post of the location and condition of the immovable teacher.

12. Upon arrival at the evacuation site:

All specials (library, art, PE, etc.) teachers will return students to their homeroom

teacher. The teacher will direct students to form a line.

The students are to remain silent and attentive. Unless otherwise instructed, students may be seated in line.

The teacher will take roll call of the students, using the Updated Roster, to ensure every member of the class is present or accounted for. The teacher will look up and see each student as she calls their name. Students

will respond by raising their hand and loudly stating, "Here!"

The teacher will report the results of the Attendance by posting either the Green (all accounted for) or Red (missing students or need assistance) card and filling out the Emergency Drill Sheet Log. The Drill Logs will be

collected by the Business Operations Manager.

The teacher will render first aid if necessary or if the school nurse or First Aid Team is not available.

Students on the playground should proceed to their previously designated area and assume regular emergency procedure discipline.

During a fire drill, the teacher will remain with the class.

13. The teacher will assist others as directed by the ICS.

14. An All Clear signal will be given by the site director or dean to return to your classrooms.

15. At the conclusion of the emergency, the teacher will walk the students back to the classroom in an orderly and silent manner.

Evacuation of Disabled Students:

General Procedures

An individual plan should be formulated for each disabled student or staff member in your school who requires assistance during an evacuation due to physical, cognitive, or emotional/behavioral needs. This plan should be reviewed with all staff directly involved with the student, including (but not limited to) the school nurse, classroom and special education

teachers, and all adults assigned to aid disabled students in an emergency requiring

evacuation. Options include:

1. Overriding discontinuance of elevator (physical disability).

2. Carrying student (physical disability).

3. Adult and student waiting for fire department in prearranged area (physical disability)

4. Staff person assigned to specific student(s) to assist student during an evacuation.

When developing your individual plans for disabled students, consultation with the fire department is strongly

advised. Identify Disabled Individuals Needing Evacuation Assistance and Post Evacuation Plan

Identify any student or staff member who may need evacuation assistance (e.g., individuals who are in wheelchairs or unable to use stairs). Develop a specific plan for their evacuation. It is recommended that each student's classroom teacher be designated to assist the student in getting to the Evacuation Staging Area. The designated teacher may need to transfer their class to another teacher to remain with the disabled student until they are evacuated. The Site Administrator must:

- o Identify students or staff needing evacuation assistance
- o Develop an evacuation plan for each student or staff member
- o Post a list of these individuals and their evacuation plan on the FirePanel
- o Put list of disabled individuals in the secretary's copy of the student emergency contact information roster. See sample form.
- o Inform the classroom teacher of each student or staff member of the evacuation plan to Inform students and parents of the evacuation plan

Evacuation of Wheelchair-Confined Individuals

To accomplish a safe evacuation from the second floor of a building, the following procedures should be followed:

1. Designated staff members should be assigned to assist wheelchair users down the stairs. The number of staff members required would depend upon the number of people needing assistance. Three staff members per wheelchair would be the minimum number needed (two staff members to transport the person and one to bring the wheelchair or to assist in other ways).

2. A designated area by the stairs (out of the evacuation path) should be assigned where wheelchair users can gather. This will aid in their accountability and speed up their evacuation. Because a hazard is created when evacuating wheelchair-confined students down stairs, unless necessary, they should not be transported.

3. If it is determined an actual fire hazard exists and evacuation must be made using stairs, the wheelchair-confined should be the last to be transported down the stairs. Because their

movement will be slow, their evacuation may hinder the evacuation of others if on the stairs at the same time. In addition, the rushing of others may knock down physically challenged individuals and their transporters.

4. If wheelchair-confined individuals must be transported down stairs, the evacuation should be accomplished by staff properly training in the following methods:

- o Chair carry
- o Two-handed and four-handed seats.
- o Evacuation chair. This chair is designed to ride on the ends of stair treads so one person can easily guide it down the stairs. The evacuation chair is lightweight, folds flat, and can be unobtrusively stored.

First Aid Team:

Will move to their designated area, unpack supplies as they become available and set up triage, treatment stations, and a morgue if necessary.

The First Aid Team will follow their pre-assigned responsibilities as outlined.

The First Aid Team will assess the extent and incidence of injuries and tag them accordingly. All persons sent to triage are to be tagged. The triage categories are as follows:

MINOR: Move to walking wounded

DELAYED: May be able to take direction to help one another IMMEDIATE: Tag victim, note time and type of injury
DECEASED: Should be removed as far away as possible

Treat injuries to the extent possible. Inform outside emergency personnel as to the status of the injured.

Step Four: Communicate the Appropriate Response Action

Lock Down –Soft(Drill)

Crisis that activates the School Emergency Response Team

In a drill situation, the language will include the word “drill.” In a real situation, the word “drill” will not be used. Signal

Verbal Command:

1. Via PA System
2. (phone Text via GroupMe)

“Attention on campus, we are going to begin a soft lockdown. Staff and Faculty Please check your phone for further detail.” Lock Down – Hard(Drill)

Is used in one of the following scenarios:

1. Incident or threat on or immediately adjacent to campus

In a drill situation, the language will include the word “drill.” In a real situation, the word “drill” will not be used.

Verbal Command:

1. Via PA System
2. (phone Text via GroupMe)

“Attention on campus, we are going to begin a hard lockdown. Staff and Faculty Please check your phone for further detail.” Fire (Drill)

In a drill situation, the language will include the word “drill.” In a real situation, the word “drill” will not be used. Verbal Command or Fire Alarm System (bells will only be used with a fire)

Earthquake

Threat requiring the protection of the body (i.e.:

earthquake) Verbal Command or movement of the earth

Shelter-in-Place.

Threat requiring the school and community remain indoors. Similar to lock down, but instead of keeping individuals out of the school; they would be invited into the school.

External threats such as airborne contaminant or wild

fire. Verbal Command:

1. Via PA System
2. (phone Text via GroupMe)

“Attention on campus, we are going to begin a shelter in place”. Staff and Faculty Please check your phone for further detail.”

All Clear

Signals that the crisis/emergency has ended VerbalCommand

1. Via PA System

2. (phone Text via

Types of Emergencies & Specific Procedures

Aircraft Crash

AIRCRAFT CRASH

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property. If a crash results in a utility interruption.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER- IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" and will provide the exact location (e.g., building or area) and nature of emergency.
5. The First Aid/Medical Team will check injuries to provide appropriate first aid.
6. Any affected areas will not be reopened until the Fire Department or appropriate agency provides clearance and the School Administrator issues authorization to do so.
7. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
8. If it is unsafe to remain on campus, the School Administrator will initiate an OFFSITE EVACUATION

Animal Disturbance

ANIMAL DISTURBANCE

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include LOCK DOWN or EVACUATE BUILDING
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the School Administrator will call "911 and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, a 9-1-1 call will be made.
5. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school.

Armed Assault on Campus

An Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.

Procedure

1. Upon first indication of an armed assault, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate the appropriate Immediate Response Action(s), which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
3. The School Administrator will call "911" and provide the exact location and nature of the incident. The School Administrator should designate a person to remain online with Police if safe to do so.
4. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
5. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
6. After the perpetrator(s) has been neutralized, the School Administrator will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.
7. The First Aid/Medical Team will work with local authorities to ensure injured students and staff receive medical attention.
8. The Security/Utilities Team will control all points of entry to the school.
9. The School Administrator will prepare a verified list of casualties, and the locations to which they were transported. The School Administrator will confer with the Psychological First Aid Team to ensure the notification of parents and family members.
10. The School Administrator will debrief staff.

Biological or Chemical Release

Poisoning, Chemical Spills, Hazardous

Materials POISONING:

If a student ingests a poisonous substance:

- Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- Call parents.
- Notify the Health Services Office.

Following any emergency, notify the Chief Executive

Officer CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place Protocol
- Secure the area (block points of entry)
- Identify the chemical and follow the procedures for that particular chemical.
- Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the District Office with the following information:
- Date, time, and exact location of the release or threatened release

- Name and telephone number of person reporting
- Type of chemical involved and the estimated quantity
- Description of potential hazards presented by the spill
- Document time and date notification made
- Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have present, should the need arise
- Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
- If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the Facilities Manager at 729-2281. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

Gasoline Lacquer

Thinner Solvents Paint

Motor Oil Agricultural Spray

Diesel Fuel Paint Thinner

Kerosene Stain

Anti-Freeze

Airborne Gases/Fumes Brake

Fluid Always call for assistance

and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if

possible. VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill

- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- Date, time, and exact location of the release
- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

Bomb Threat/ Threat Of violence

Bomb Threat

Most likely, threats of a bomb or other explosive device will be received by telephone. THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the "Bomb Threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the

threat is received by phone, attempt to gain more information. The most important information is:

- When will the bomb explode and where is the bomb located?
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call 9-1-1. Give the following information:
- Your name
- Your call-back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured
- Notify Chief Executive Office.
- Evacuate involved buildings using fire drill procedures.

Administration must have Chief Executive Officer's permission to evacuate the entire site.

- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.
- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance

BOMB THREAT REPORT FORM

Roberto Cruz Leadership Academy

School: Time Call Received: Call Taken By:

Date: Time Caller Hung Up: Title:

Caller ID Info (*69)

Questions to Ask:

Exact Wording of Threat: “ “

1. When will the bomb explode?

Caller's Voice: (circle all that apply) Caller's Language: (circle all that apply) Background Sounds: (circle all that apply)

2. Where is the bomb right now?

Calm Nasal Deep Breathing Cracking Voice Well Spoken Educated Street Noises Crockery

3. What does it look like?

Angry Stutter Disguised Accent Foul Message Taped? Voices PA System

4. What kind of bomb is it?

Excited Lisp Serious Used Slang Message Read? Young (child) Music House Noises

5. What will cause it to explode?

Slow Raspy Incoherent Joking Young (adult) Middle Aged Motor Office

6. Did you place the bomb?

Rapid Deep Slurred Distinct Old Factory Machinery

7. Why? Soft Ragged Clearing Throat Normal Caller

Demographics (Circle One) Animal Noises Clear

8. How did the bomb get in the school?

Loud Laughter Crying Frightened Male Female Unknown Static Local

9. Where are you calling from? If voice is familiar, who did it sound like?

Approximate Age: Long Distance Cell Phone

10. What is your name, address, phone?

Other Observations:

Bus Disaster

NA: No Bus Transportation available

Disorderly Conduct

DISORDERLY CONDUCT

At RCLA, Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Armed Assault on Campus Procedure

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator at RCLA will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
4. The School Administrator at RCLA will call Security Forces (911), and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the School Administrator at RCLA or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a RCLA student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator at RCLA will notify the CEO of the Foundation of Hispanic Education of the situation.

Earthquake

Drills may be unannounced, so please be prepared to respond at any moment.

Earthquake Drill: DURING AN EARTHQUAKE

In the Event of an Earthquake

Tremors and shaking of the ground are the signals of an earthquake. The initial shock may last from just a few moments to several minutes duration. Emergency action to be taken when children are inside the buildings:

When inside a building, stay inside.

1. Drop, Cover and Hold. Drop to the floor on your knees and make the body as small as possible. Cover yourself under a desk, table or bench, in a hall, or stand against an inside wall.

? You should be facing away from: windows; doors; glass; skylights; brick or rock faced walls; large moveable objects, such as bookcases; or outside doors and walls.

? With one arm, hold on to a desk leg so that it will protect your head and neck and so that it will not move away from covering you.

? Rest your head on one arm and place your other arm over the base of the head and neck.

2. As soon as the ground stops shaking, proceed to the assembly areas in the same manner as for Evacuation Procedures.

When outdoors, stay outside.

1. Move away from buildings and overhead structures.

2. Drop to the ground on your knees and make the body as small as possible.

? Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control.

? Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris.

3. When the ground stops shaking, proceed to the assembly areas in the same manner as for Evacuation Procedures.

Walking to or from school facilities:

If students are walking to or from school when an earthquake occurs, they should stay away from all buildings, trees, exposed wires, or other hazards that may fall. The safest place is in the open. Students should assume “drop, cover, and hold” position until the quake is over. After the earthquake, if on the way to school facilities, continue to school. If on the way home, continue home.

Teacher responsibilities during the evacuation:

The teacher may render immediate first aid if necessary. Students with major injuries and are unable to move are to remain in the classroom. Search & rescue team members or first responders will remove injured students/staff. Students with minor injuries are to be moved out of the classroom with the class.

1. Teachers lead students out of the room and on the way to the evacuation point, be aware of and looking for blockage and dangers such as fallen trees or electrical wires.
2. If the primary route is blocked, check alternate route. Do not walk under covered walkways unless absolutely necessary.
3. If both routes are blocked do not risk injury to yourself or students. Wait for help to arrive!
4. When evacuating classroom, take your emergency backpack, cell phone, and updated roster with you.
5. Door is to be left closed, but unlocked after evacuation.

Always DUCK, COVER, and HOLD when an earthquake occurs. Assess the situation and remain calm. When alerted to evacuate; or have made a decision to evacuate, look for the safest route, take your emergency backpack, and escort your students to the assembly area. Check the adjacent classroom(s) and assist if necessary or evacuate the class(es). Wedge the door open if possible. Take the attendance with the Emergency Attendance Form to the evacuation site and reconcile absent vs. missing. CJ Note: Remove the next and add context about the attendance process. “display appropriate ‘alert card’ (Green Card = all students accounted for, Red Card = missing students and/or need assistance) from the emergency backpack.”

1. Anyone who is ‘injured but mobile’ should be escorted to the assembly area.
2. Anyone who is ‘severely injured and not mobile’ should be left for the search and rescue team or first responders.
3. Leave all ‘dead’ where they are.

Earthquake Tips

- If you're OUTDOORS, move to a clear area away from trees, signs, buildings, electrical wires, and poles.
- If you're on a SIDEWALK NEAR BUILDINGS, duck into a doorway to protect yourself from falling bricks, glass, plaster, and other debris.
- If you're in a WHEELCHAIR, stay in it. Move to cover, if possible, lock your wheels, and protect your head with your arms.
- If you're in a STADIUM OR THEATER, stay in your seat and protect your head with your arms. Do not try to

leave until the shaking is over, then leave in a calm, orderly manner. Avoid rushing toward exits.

AFTER THE EARTHQUAKE, CHECKLIST

- Be prepared for aftershocks, and plan where you will take cover when they occur.
- Check for injuries. Give first aid, as necessary.
- Remain calm and reassure others.
- Avoid broken glass.
- Check for fire. Take appropriate actions and precautions.
- Check gas, water, and electric lines. If damaged, shut off service. If gas is leaking, don't use matches, flashlights, appliances, or electric switches. Open windows, leave building, and report to gas company.
- Replace all telephone receivers, and use for emergency calls only.
- Tune to the emergency broadcast station on radio or television. Listen for emergency bulletins.
- Stay out of damaged buildings.

FEMA RECOMMENDS DROP, COVER, AND HOLD ON

Explosion or Risk Of Explosion

EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA

1. The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.
2. The School Administrator will notify "911" and will provide the exact location (e.g., building, area) and nature of emergency.
3. The School Administrator will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

Fire in Surrounding Area

Fire Near School:

Incident Commander will determine whether the students and staff should leave the premises, or any further action should be implemented.

Fire on School Grounds

Fire Procedures:

1. Any person discovering a fire will activate the fire alarm, call 911, and evacuate the area, close doors and windows to confine the fire, or extinguish it if possible. Take your Emergency Backpack and emergency folder when evacuating.
2. Check with your buddy teacher during an evacuation to ensure everyone is evacuating and assist or

evacuate In the Event of a Fire

Fires may occur at any time in almost any structure and usually are totally unexpected. The longer a fire is undetected the more severe and dangerous it can become. A definite plan of action is needed for each occupied area to ensure that the maximum effort is made to protect the occupants and the buildings involved. The Site Director of each school shall develop a route of egress and an alternate route to be used in case of fire. These route signs shall be posted in each occupied area in a conspicuous place, preferably near the door to be used during the evacuation (place at student's eye level). Clearly identify the primary escape route.

Fire extinguishers should be used only after notifying the Fire Department and only if feasible. Fire extinguishers are intended for small fires only. In addition, the user should make sure the fire extinguisher is of the proper type for the fire before using it.

General FireSafety:

1. Ensure that all exits are clearly marked and free of clutter (this includes classroom exits).
2. Ensure the Location of all fire extinguishers and pull stations is indicated on the evacuation map posted in every classroom and office.

The Incident Commander is to be notified immediately.

3. Members of the Search Team or Incident Commander designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to the incident commander. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.

4. The Incident Commander will form a Command Post at the evacuation site.

a. Direct that the necessary agency contacts be made

- b. Teachers will immediately take roll and report any missing students to the Search Team Coordinator - Ok to change to "Search & Rescue Team(s)" by using the cardsystem.

5. The Search Team Coordinator will manage the reconciliation of all students and staff. The Office Manager/Associate is responsible for bringing the Visitor's Log and Early Dismissal Log (and any additional entry logs) to the evacuation site and reconciling attendance with these documents - he or she then disseminates a list of those missing the Search & RescueTeam.

6. First aid is rendered as necessary.

7. Use fire extinguisher if appropriate. While attempting to extinguish the fire, the user should keep a free exit path to his/her back to prevent being trapped by the fire. If one extinguisher does not put out the fire, close off the area as best as possible, and exit the building immediately.

8. Access roads are kept open for emergency vehicles.

9. Incident Commander in consultation with first responders will determine if students and staff should be moved to another area and/or begin the early release procedures.

10. Students and staff will not return to the school building until fire department officials declare the area safe.

Passage and Aisle Widths:

A minimum of 36 inch free and clear passage width shall be maintained in all doorways and aisles within each classroom and office. Equipment, furniture, or materials which reduce these passageways to less than 36 inches must be relocated.

Turning off the Fire AlarmSystem:

If for any reason it is determined that the fire alarm bell system must be silenced, a trained member of the staff must maintain a watch at the systems panel to monitor for activations of the systems detection devices. This person should have radio communications to others who can: sound an alert for evacuation if necessary; be dispatched to the area where the device has been activated to verify a fire or emergency; and to ensure that they system is not silenced and forgotten.

When appropriate and directed by the Incident Commander, Emergency ResponseTeam

member may: Turn off the gas and electricity service.

Direct emergency vehicles to the scene

Make sure fire lanes are clear and gates are open.

IMPORTANT: ALL SEARCH AND RESCUE, FIRE FIGHTING, OR ANY OTHER ACTIVITIES WILL CEASE IF TOXIC OR HAZARDOUS MATERIALS ARE INVOLVED. ALL PERSONNEL ARE TO EVACUATE IMMEDIATELY.

Burning Clothes:

If a student's or staff member's clothing catches fire, don't allow them to run! Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim to the ground. After the fire is out treat the victim for shock (lying down, feet raised, neck supported) and cover the burned area with soaking wet cloth, sheet or blanket.

The object of a fire drill is to prepare students, staff and faculty for exiting their classrooms or campus during a fire related emergency. The drills are conducted by the Administrations of Roberto Cruz Leadership Academy.

How to Report a Fire

If you discover a fire on campus, do the following: Pull the fire alarm and call

911 (Call 911 from your cell phone and not from the classroom phone)

1. Do not attempt to fight the fire with portable fire extinguishers or fire hoses unless the fire is small and you have been trained in their proper use. DO NOT PUT YOUR LIFE IN DANGER WHILE ATTEMPTING TO CONTROL A FIRE. When in doubt, evacuate.
2. Remain calm while talking to the 911 dispatcher. Be prepared to answer several questions as to location, size of fire, your name, number of persons in the building (if known) and any injuries. Remain on the line until the dispatcher is finished.
3. Meet fire or police personnel when they arrive to the campus. Stand by to answer any questions they may have concerning the fire. Once out of the classroom DO NOT RE-ENTER FOR ANY REASON, unless emergency personnel have given the "ALL CLEAR" signal.

Fire Exit Procedure

Below are the steps to follow when establishing and participating in fire drills or emergencies:

1. The fire exit plan shall include everybody in the classroom/building. There are no excuses for not participating. Everyone must leave the classroom/ building during a drill.
2. Diagram and post two routes to the outside from all rooms.
3. Designate a meeting place outdoors which is away from the building and clear of entrances. The designated meeting place should be at least 50 feet from the building.
4. Locate a method of calling 911 near the designated meeting place that does not involve re-entering the building.
5. Establish a method to account for those known to be in the building at the time the alarm is sounded. In case of actual fire conditions, information regarding persons believed to be in the building should be made available to responding emergency crews.

(Do not return inside. Only trained search & rescue personnel should re-enter an

evacuated area.) If the fire is INSIDE your room: Leave your room and close the door.

IF the fire is NOT in your room: With your hands, test the door for heat before opening.

IF THE DOOR IS HOT:

- Stay in your room or lab.
- Phone for help.

- Stay calm.
- Seal cracks with wet towels.
- Wait for help.

IF THE DOOR IS COOL:

- Take your room key.
- Open the door slowly.
- WALK to the nearest exit and leave the building.
- If the exit is unsafe, return to the room and remain there.
- If the hall is smoky, stay low or crawl out on your hands and knees.

Tips to Remember

Predetermine two means of egress from your normal workplace.

Learn the location of the nearest fire alarm pull station and portable fire extinguisher. Learn how to use portable fire extinguishers. Remember the acronym PASS

P Pull the pin.

A Aim at the base of the fire.

S Squeeze the trigger.

S Sweep the nozzle from side to side.

If the fire is INSIDE your room: Leave your room and close the door.

IF the fire is NOT in your room: With your hands, test the door for heat before opening

Flooding

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFFSITE EVACUATION
2. The School Administrator will notify “911” and will describe the nature and extent of the flooding.
3. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.

4. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

5. The School Administrator will notify the Local District Superintendent of the emergency situation.
6. As appropriate, the School Administrator will activate Parent Alert System
7. The School Administrator will initiate an OFF-SITE EVACUATION.

Loss or Failure Of Utilities

Power Outage / Rolling Blackouts

IT IS THE FOUNDATION'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740 AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a back up.

DURING AN OUTAGE

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- According to SBC (Telephone Company), phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.

- DO NOT USE bar-b-cues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Vice President's for directions (release students/staff, evacuation to another site, etc.).

Motor Vehicle Crash

MOTOR VEHICLE CRASH

This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property Biological or Chemical Release. If a crash results in a utility interruption, Loss or Failure of Utilities.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER- IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" and will provide the exact location (e.g., building, area) and nature of emergency.
5. The School Administrator will notify the Local District Superintendent of the situation.
6. The Security/Utilities Team will secure the crash area to prevent unauthorized access.
7. The First Aid/Medical Team will check for injuries to provide appropriate first aid.
8. Any affected areas will not be reopened until the Fire Department provides clearance and the School Administrator issues authorization to do so.
9. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Pandemic

Psychological Trauma

PSYCHOLOGICAL TRAUMA

Crisis management refers to actions during and after any emergency that may have a psychological impact on RCLA students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually

produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.

- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Procedure

1. The School Administrator at RCLA will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Student Services Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Student Services Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the Chief Executive Officer
5. The Student Services Team will advise and assist the RCLA School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Student Services Team members will limit exposure to scenes of trauma, injury and death.
7. The Student Services Team will provide ongoing assessment of needs and follow-ups services as required.

Suspected Contamination of Food or Water

SUSPECTED CONTAMINATION OF FOOD OR WATER

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify "911", County Department of Health and the Office of Environmental Health and Safety if any contaminated food or water has been ingested.
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. School Administrator will call Fire Department which will conduct an onsite review to determine necessary follow-up actions including the need to notify other potentially affected District facilities.

7. The School Administrator will confer with the County Department of Health Services before the resumption of normal operations.
8. If tampering is evident, notify the Fire Department

9. The School Administrator will notify parents of the incident, as appropriate.

Tactical Responses to Criminal Incidents

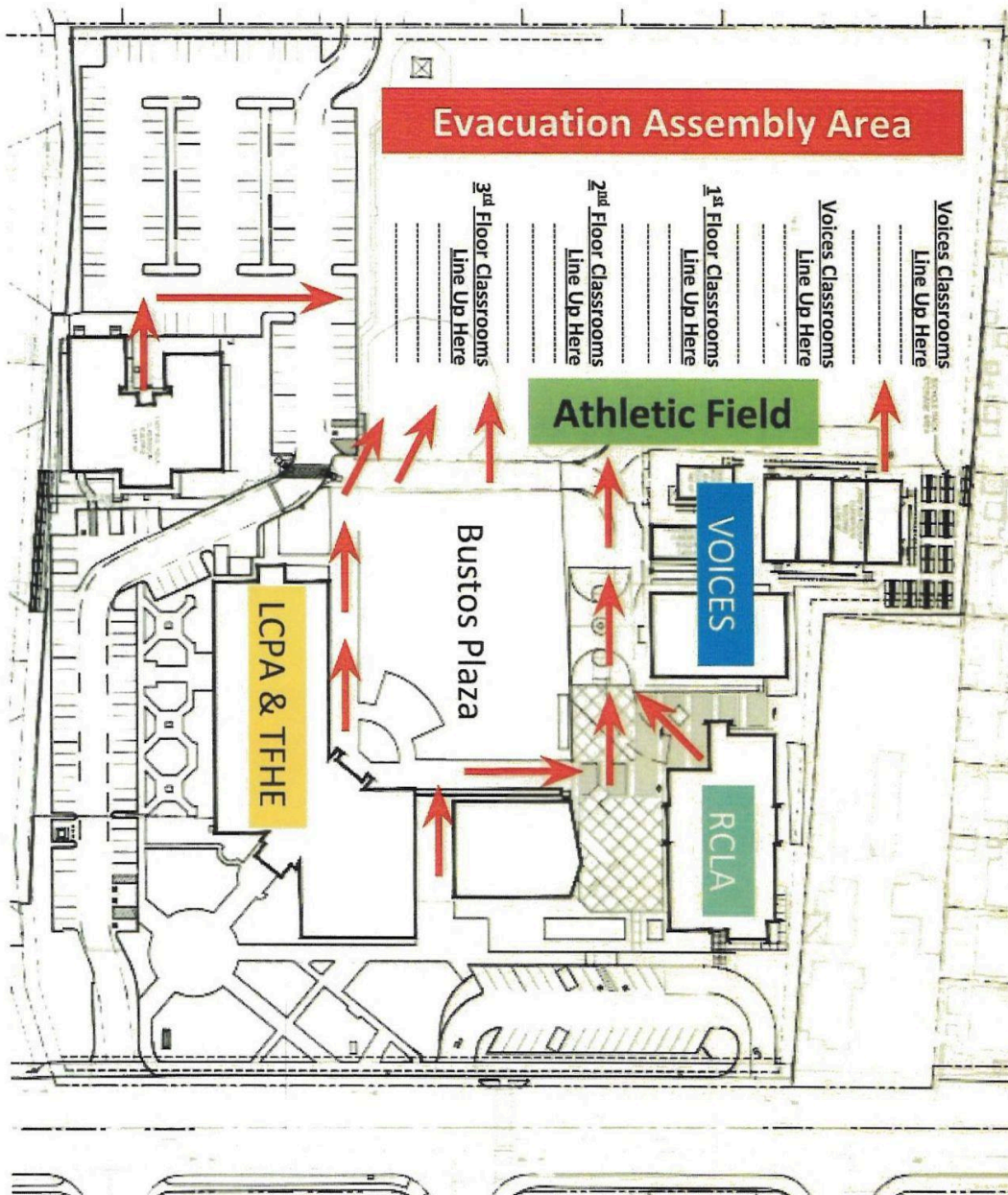
Unlawful Demonstration or Walkout

UNLAWFUL DEMONSTRATION/WALKOUT

At RCLA, an unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE as described in Section 4.0.
3. The School Administrator at RCLA will notify 911, the Local District Office to request assistance and will provide the exact location and nature of emergency.
4. The Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. RCLA Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.
7. The Documentation staff member should keep accurate record of events, conversations and actions.
8. The School Administrator at RCLA should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
9. The School Administrator at RCLA will notify parents of the incident, as appropriate.



Evacuation Plan

Instructional Continuity Plan (ICP)

Board Approval Date: June 18, 2025

Adoption Dates: 2025-2026 Academic Year

Purpose

In accordance with SB 153 and California Education Code Section 32282, this Instructional Continuity Plan (ICP) outlines the procedures LEAs will follow to ensure all students have access to instruction during natural disasters or emergencies that disrupt in-person learning. The ICP is integrated into our Comprehensive School Safety Plan (CSSP) and will be reviewed and updated annually.

Component 1: Pupil Engagement Procedures

Timeline: Initiate within five calendar days following the emergency.

Actions:

- **Establish Two-Way Communication:**
 - School site office staff will utilize communication platforms (e.g., phone calls, emails, Parentsquare app) to contact students and families.
 - Communication to students and families will be accessible in the primary languages spoken by families.
 - **Identify and Support Student Needs:**
 - School site principal, academic counselors, and mental health counselors will assess students for social-emotional, mental health, and academic needs.
 - Referrals to mental counseling services can be made by all school staff.
 - Academic support services will be monitored by School site principal, as well as academic counselors and/or Special Education staff.
 - **Maintain Attendance Records:**
 - School site attendance staff and Registrar will Implement attendance tracking system to track student engagement and attendance during the emergency period.
 - Certainly! Here's a clearer and more polished version of that sentence:
 - The school site Dean of Students for Attendance and Enrollment Retention will proactively engage with students and families who are not participating in instructional classes during the emergency, to support their return and continued enrollment at the school site.
-

Component 2: Instructional Access Plan

Timeline: The school site will provide access to instruction as soon as practicable, but no later than ten instructional days following the emergency.

Actions:

- **Determine Mode of Instruction:**
 - Assess the feasibility of resuming in-person instruction.
 - If in-person instruction is not possible, the schools ite will implement remote instruction via independent study or virtual platforms.
 - **Ensure Access to Technology:**
 - All students at the school site have been assigned individual Chromebook computers. School site Information Technology (IT) staff will distribute necessary devices to students lacking them.
 - The school site will provide internet access solutions to students without connectivity.
 - **Curriculum and Instruction:**
 - The school site's Teaching and Learning Department will ensure school site teachers will adapt curriculum and instruction to suit the emergency situation.
 - School site teachers and staff will ensure instructional materials are accessible to all students, including students with disabilities.
 - **Staff Training:**
 - Professional development on the Instructional Continuity Plan (ICP) will be provided during a school site weekly PD session in August 2025 to equip teachers with effective remote instruction strategies in the event of an emergency.
-

Component 3: Communication and Stakeholder Engagement

Actions:

- **Inform Stakeholders:**
 - School site leadership and community outreach teams will regularly update students, families, and staff on instructional plans and any changes during and emergency.
 - School site leadership and community outreach teams will use multiple communication channels to disseminate information.
 - **Feedback Mechanisms:**
 - School site staff will establish systems (e.g., surveys, virtual meetings) to gather feedback from stakeholders during an emergency.
 - School site leadership will use community feedback to make informed adjustments to instructional plans.
-

Component 4: Integration with Comprehensive School Safety Plan (CSSP)

Actions:

- **Annual Review:**

- The school site's governing board will review and update the ICP annually in conjunction with the CSSP review process before July 1, 2025.

- **Public Accessibility:**

- The ICP will be available for public inspection at the school site administration office and on the LEA's website, as per EC Section 32282(d), before July 1, 2025.

Note: This plan is subject to change based on evolving circumstances and guidance from health and education authorities.