Comprehensive School Safety Plan

2025-2026
School Year

School:	Wesley Gaines Elementary School
CDS Code:	19-64873-602-1398
District:	Paramount Unified School District
Address:	7340 East Jackson Street Paramount CA 90723-4809
Date of Adoption:	November 12, 2025
Date of Update:	October 10, 2025
Date of Review:	
- with Staff	August 7, 2025 & October 9, 2025
- with Law Enforcement	November 6, 2025
- with Fire Authority	November 6, 2025

Approved by:

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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 ofthe 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 I, 2000. Senate Bill 334, approved in 1999, perpetuated SB187.

The Comprehensive School Safety Plan contains the following elements:

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

A copy of the Comprehensive School Safety Plan is available for review at the school's main office.

Safety Plan Vision

Wesley Gaines Elementary School takes a comprehensive and proactive approach to supporting students' academic, physical, behavioral, mental, social and emotional well-being. Our goal is to foster a safe, welcoming, nurturing and inclusive learning environment where all students feel secure and empowered to learn, grow and thrive.

The Gaines Comprehensive School Safety Plan (CSSP) includes systems of support and intervention for students with attendance or behavioral concerns and utilizes multiple data sources to gather feedback and better understand how students and families feel about their school experience. This data helps guide staff in providing effective support and maintaining a positive campus climate.

In addition, the CSSP addresses essential operational components to ensure campus safety, including ingress and egress procedures, disaster preparedness plans, emergency response protocols, and strategies and procedures to ensure the safety of all.

The Board of Education recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. PUSD Board Policy 0450

Components of the Comprehensive School Safety Plan (EC 32281)

Wesley Gaines Elementary School Safety Committee

Assessment of School Safety

A review of Gaines Elementary School indicates that the students, parents, and staff of Gaines are safe on campus, off campus at school-sponsored events, and traveling directly to and from school. To ensure this, Gaines has adopted policies and procedures pertaining to campus environment and security, investment in behavioral management and intervention, encouraged participation of community members, and the improvement and maintenance of the physical school environment.

Gaines performs regular practice emergency drills which include: fire drills, drop and cover drills, lockdown, earthquake drills, evacuation drills, active shooter drills, etc. Gaines participates in the annual “Great California Shake Out” and is constantly seeking feedback to improve our earthquake and emergency preparedness. Gaines works closely with the PUSD Safety and Security Department to strengthen disaster preparedness through evaluation of supplies, drills, and meetings.

Visitors, when allowed on campus, are required to sign-in and sign-out in the school office. The Gaines staff utilizes the district-adopted RAPTOR visitor check-in system. Appropriate signs are posted following all necessary protocols and guidelines.

Emergency exit routes are posted in all the rooms. Gaines' highly qualified staff, creates and maintains a safe and civil school environment.

Gaines implements programs and practices to address bullying that are aligned to Board Policy 5131.2 Bullying (Revised September 11, 2024) This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district. The PUSD Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process. Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in Administrative Regulation 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Employees are required to complete mandated training annually. Training modules include:
California Mandated Reporter: Child Abuse and Neglect
Students experiencing Homelessness: Awareness and Understanding
Workplace Violence: Awareness and Prevention
Youth Suicide: Awareness, Prevention and Postvention
Bullying and CyberBullying: Recognition and Response
Diversity for Employees
Opioid Overdose Response Awareness
Sexual Harassment and Discrimination

Pesticide Use: For specific information, please see Board Administrative Regulation 3514.2 Integrated Pest Management.

Student ID Cards: Every high school student’s ID card includes the National Suicide Prevention Hotline, the Domestic Violence Hotline, and the Crisis Text Line 741741 so students can call or text in for confidential help

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
Alternate means of correction are employed to address discipline infractions prior to suspension for lower-level Education Code violations. As a preventative measure, all TK-12 schools have implemented Safe & Civil Schools Positive Behavior Support program, which focuses on teaching students about behavioral expectations and providing positive feedback. Restorative practices are being utilized across the district to ensure a comprehensive approach to discipline and behavior interventions.

Paramount Unified School District (PUSD) utilizes Synergy reporting to track student attendance and monitor concerns with chronic absenteeism. There is a process for sites to follow when there is a concern regarding absenteeism and truancy. All schools have a School Attendance Review Team (SART) to collaborate and consult on how to provide intervention to the students and families with identified attendance issues. The District also holds Student Attendance Review Board (SARB) hearings for cases that are not resolved at the site level and need further intervention. The most current 2024 data is indicated below.

Attendance and Suspension Data for Gaines Elementary School:

Students in the SARB Process:
2024-2025 school year 0
2023-2024 school year 0

PUSD takes a holistic approach to student mental health and support throughout our TK-12 programs. Gaines school employs a wellness team that consists of a school counselor and a social worker to assist students in need of intervention, crisis support, and help to link students and families to services.

A variety of interventions and means of correction are used as a part of a progressive discipline model including reflective assignments, peer mediation, restorative practices, student check-in/check-out interventions, individualized incentive programs, student progress monitoring, behavior contracts, school-based counseling, behavior intervention plans and more.

Percentage of Chronically Absent Students:
2024-25 School Year: 22% Chronically Absent
2023-24 School Year: 41.6% Chronically Absent

Suspension Percentage:
2024-25 School Year: 0% suspended at least one day
2023-24 School Year: 0.3% suspended at least one day

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

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators and directors; licensees, administrators, and employees of a licensed day care facility; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reportable Offenses
A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

“Reasonable suspicion” means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, “reasonable suspicion” does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9,11166.05, 11167)
Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting
The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the 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 report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)
Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures
1. Initial Telephone Report
Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to the Department of Child and Family Services (DCFS) (800) 540-4000.

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report
Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and electronically transmit a written follow-up report to DCFS: https://mandreptla.org/cars.web/ (BCI 8572). (Penal Code 11166, 11168)

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)
a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
b. The child's name and address, present location, and, where applicable, school, grade, and class
c. The names, addresses, and telephone numbers of the child's parents/guardians
d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child.

e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting
The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency must notify the principal as soon as possible after the initial telephone report to the appropriate agency.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training
Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee provides training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The training includes identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee obtains and retains proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever DCFS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)
1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer
When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the

address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

For additional details, refer to Paramount Unified School District Board Policy and Administrative Regulations 5141.4 Child Abuse Prevention and Reporting.

Opioid Prevention and Life-Saving Response Procedures

All Paramount Unified School District employees are required to complete mandated Opioid Overdose Response Awareness training annually. Narcan administration training is provided annually for district nurses, school health office technicians, campus safety officers, and school staff volunteers. In responding to a suspected opioid incident, the responder will check the individual for responsiveness and signs of an opioid overdose, which may include unconsciousness, slow or absent breathing, pinpoint pupils, bluish skin, a limp body, or snoring and gurgling sounds. Utilizing personal protective equipment (PPE) such as gloves and masks, if available. They will then call emergency services. If naloxone (Narcan) is available, the responder will administer it according to the instructions and monitor the individual's breathing and responsiveness. If there is no response after 2-3 minutes, another dose of naloxone can be given. The responder will remain with the individual until help arrives, keeping them safe and as alert as possible. When emergency responders arrive, they will be provided with all relevant information. California Education Code 49414, protects employees or volunteers acting in good faith to provide emergency.

PUSD's Board Policy and Administrative Regulation 5141 addresses Health Care and Emergencies and Board Policy and Administrative Regulation 5141.21 explains protocols for Administering Medication and Monitoring Health Conditions.

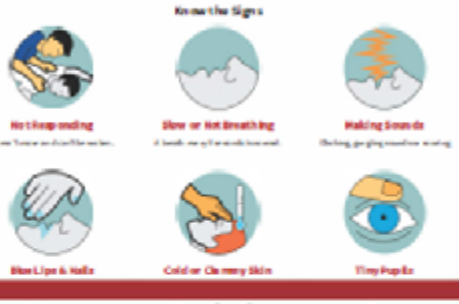
Help Save a Life

What is the Opioid Epidemic?

Opioids are medications that are used to reduce pain but are at high risk for abuse. Opioids can impact the body's ability to breathe, leading to death. The rise in overdoses can be attributed to illicitly manufactured opioids, particularly fentanyl. Per the Drug Enfocement Administration (DEA): "Brightly colored pills, dubbed 'rainbow fentanyl', is a new trend used by drug cartels to sell highly addictive and potentially deadly fentanyl made to look like candy to children and young people. It has been seized in multiple forms, including pills, powder, and blocks that resemble sidewalk chalk." According to the CDC, 107,622 Americans died of drug overdoses in 2021, with 66% of those deaths related to syntetic opioids like fentanyl.

Opioid Reversal - Naloxone (NARCAN)

Signs of an Opioid Overdose



What Drugs Does Naloxone (NARCAN) Reverse?

Effective:
- -Heroin
- -Morphine
- -Dilaudid
- -Oxycodone
- -Fentanyl
- -Codeine
- -Methadone

Ineffective:
- -Alcohol
- -Valium
- -Ativan
- -Xanax
- -Ambien
- -Antidepressants
- -Marijuana
- -Other medications

How to Administer Naloxone (NARCAN)

Each nasal spray device is SINGLE DOSE. A SECOND DOSE can be given in OPPOSITE nostril with A NEW DEVICE, if no improvement after 2-3 MINUTES. (2 Doses per Box)

State and District Protections for Responders

Per Ed Code Section 49414, employee volunteers are protected by the District against any and all civil liability from their actions when serving as a volunteer.

Administering Naloxone (NARCAN) will not harm a person who is not having an overdose.

Paramount USD District Plan

Steps of the plan

- -Evaluate for signs of overdose
- -Administer Naloxone (NARCAN)
- -Call 911 & Site Administration
- -Support the Person's Breathing (1 breath every 5 seconds)
- -Monitor the Person's Response

Responder's Safety

Steps to protect responder's safety

- -Wear nitrile gloves
- -Use CPR mask if CPR is performed
- -Perform hand hygiene
- -If suspected exposure, call 911

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

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.
Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the principal shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If he/she determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

Confidentiality
All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Procedures for Preventing Acts of Bullying and Cyber-bullying
The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.
Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's Uniform Complaint procedures specified in AR 1312.3. (BP 5131.2).

Examples of Prohibited Conduct
Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the District include, but are not limited to:
1.Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2.Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3.Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4.Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email, posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying
The Superintendent or designee shall implement measures to prevent bullying in District schools, including the following:
1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing information to students, through student handbooks, district and school web sites, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Student Instruction
Students are provided with instruction that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Students are educated about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

To discourage cyberbullying, students are advised to be cautious about sharing passwords, personal data, or private photos online and consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints
Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions
Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with District policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services
The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in another program as appropriate. (EC 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, Superintendent or designee, the site principal or principal's designee shall, as appropriate, implement District intervention protocols which may include, but are not limited to, referral to District or community mental health services, other health professionals, and/or law enforcement. (AR 5131.2).

Employees are required to complete mandated training regarding Recognition and Response of Bullying and CyberBullying annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.
The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.
The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.
Board Policy 5132.1 requires students at K-5 schools to wear a specific uniform, as follows:

White shirt or blouse, long or short sleeves, with a collar

Navy blue pants, shorts, jumper, skirt, skort, culottes, or pants

Appropriate shoes (close-toed)

Navy blue sweater, sweatshirt, or jacket - a uniform shirt must be worn underneath

Wesley Gaines Elementary School
The Governing Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. (BP 0450).

Schools throughout Paramount Unified School District have positive and proactive schoolwide discipline plans. Data is used to inform decisions on developing and implementing effective behavior management and positive behavior support of all students through foundations of Safe & Civil School training.

Student referrals are made for incidents that require immediate attention or administrative support. There are two levels of student referrals. A level 2 referral requires teacher attention and a copy is sent to the office for administration notification. A level 3 referral requires the immediate attention of the administrator and or designee. The referral and student go directly to the office. Guardians are notified of the referrals and actions taken in an effort to create a partnership in support of improving behavior and in the spirit of providing ongoing interventions that meet that needs of each student.

Other means of correction will be implemented upon failure to comply with behavior expectations including, but not limited to, conflict resolution, restorative practices, peer mediation, behavior reflections, counseling, warnings, progressive discipline approaches, parent conference, detention, suspension, expulsion recommendation (EC 48900 & 48915, BP 5144.1, AR 5144.1, AR 5144.2).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Policies Regarding Suspension and/or Expulsion

In accordance with Board Policy 5144.1 and Administrative Regulations 5144.1 & 5144.2, suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a student, including a student with previously identified exceptional needs, may be suspended from school for not more than five consecutive school days for any of the reasons in the Education Code Section 48900, upon first offense, if the principal determines the student has committed any of the acts enumerated in Education Code Section 48900 (a-q) or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process (Education Code 48900.5)

Prior to suspending a student, a school conference is held with the student and an administrator to discuss the student's offense except in cases when the student is not available. Parents are notified of the offense and the suspension in a timely manner after the decision is made to suspend the student.

Offenses that result in mandatory suspension and referral for expulsion with the principal having the ability to make an exception if appropriate include:

1. Caused serious physical injury to another person, except in self-defense.
2. Possessed any knife, explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the sale of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
4. Robbery or extortion
5. Assault or battery, as defined by Sections 240 and 242 of the Penal Code, on any school employee.

Offenses that result in mandatory suspension and referral for expulsion, with the principal having no ability to make an exception include:

1. Possession/selling/furnishing a firearm at school or at a school activity.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (Section 11053 of Division 10 of the Health and Safety Code.)
4. Committing/attempting to commit a sexual assault/battery as defined in Education Code 48900 (n).

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

To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of each student who has engaged in suspendable acts pursuant to Education Code 48900 (except subdivision h), 48900.2, 48900.3, 48900.4 or 48900.7. The information provided shall be from the previous three years. Paramount Unified School District has incorporated this notification into the student profile screen in the Synergy Student Information system. Teachers who would like additional information about the suspensions may review the student’s discipline file in the school office. All information regarding suspension and expulsion is confidential and should remain secure and a part of the student's confidential records.

Response Procedures for Dangerous, Violent, or Unlawful Activity

For specific details, refer to Paramount Unified School District Board Policy and Administrative Regulation 3515 Campus Security (Revised May 9, 2023), BP/AR 3515.2 Disruptions (Revised September 14, 2020), BP/AR 3516 Emergencies And Disaster Preparedness Plan (Revised September 14, 2020), AR 3516.2 Bomb Threats (Revised September 14, 2020), and BP/AR 5131.7 Weapons And Dangerous Instruments (Revised September 14, 2020).

(I) Hate Crime Reporting Procedures and Policies

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The following measures are implemented to prevent discrimination, harassment, intimidation, and bullying of students at District schools or in school activities and to ensure equal access of all students to the educational program :

1. Provide to employees, volunteers, and parents/guardians information regarding the District's nondiscrimination policy; what constitutes prohibited discrimination, harassment, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information includes guidelines for addressing issues related to transgender and gender-nonconforming students.

2. Provide to students a handbook that contains age-appropriate information that clearly describes the District's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy and of the opportunity to inform the school principal whenever a student's participation in a sex-segregated school program or activity together with another student of the opposite biological sex would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the principal shall meet with the student and/or parent/guardian to determine how best to accommodate the student.

4. Publicize the District's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site. br/>

5. At the beginning of each school year, inform school employees that any employee who witnesses any act of discrimination, harassment, intimidation, or bullying against a student is required to intervene if it is safe to do so.

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the principal whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall immediately report the incident to the principal whether or not the victim files a complaint.

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the principal shall immediately investigate the complaint in accordance with the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. (BP 5145.3).

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan was reviewed by the School Safety Team prior to review and approval by the School Site Council in a public meeting held on October 10, 2025. Input was elicited from parents and staff regarding, but not limited to, school data, the school disaster & emergency plan, ingress and egress, and discipline policies. (BP 0450).

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

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

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

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

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

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

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

Disaster Plan (See Appendix C-F)
Wesley Gaines Elementary School Emergency Plan provides faculty, staff, district personnel, parents, volunteers, community members and students with site-specific emergency instructions during an emergency crisis or disaster. The Plan delineates responsibilities of all Gaines employees and is organized according to the Standardized Emergency Management System (SEMS). Gaines personnel designated to carry out specific emergency responsibilities are expected to understand the policies, procedures and system. Training and exercises are ongoing components of the Plan.
The Plan is reviewed and updated annually by the principal, staff, and district personnel. Drills and exercises are conducted annually. Copies of the Plan and staff roles are distributed to Gaines employees, the district office, and other entities as appropriate.

There is always the possibility that an emergency or disaster may occur when classes are not in session or when Gaines is being used for extended before/after school activities. While the structure of the plan remains the same, the management system may expand or contract depending on the emergency and availability of personnel.

Gaines employees understand that the school's primary role in an emergency is to care for the safety and welfare of children for the duration of the emergency. Staff recognizes that the school site may be on its own (without outside resources) for up to 72 hours. Should an emergency/disaster occur during school hours, Gaines will shelter students who are not picked up by parents or authorized persons listed on the Emergency Information Card for up to 72 hours. This is district policy. There is also the possibility that the American Red Cross may use Gaines as a community shelter. Gaines will keep students in the safest location on the school campus until they can be safely reunited with their families. The Principal will relocate students to an alternate site when required by law enforcement or when it is unsafe to remain on campus.

A disaster container with some emergency food, water, supplies, and equipment are located on campus. Contents are inventoried and replenished as necessary by the Safety and Security Department.

The principal and faculty will inform students about emergency procedures. All employees will make every effort to use appropriate procedures while providing students with direction and guidance, which emphasize their physical and psychological well-being.

Parents will be informed of the Gaines Emergency Plan annually. A copy of the Plan will remain in the administrative offices.

Plan Activation:

The principal or designee will activate the Plan in an emergency or when a threat exists that may impact the safety and well-being of students, employees, and the community. When the Plan is activated, employees will follow an Incident Command System (ICS) to ensure centralized direction and coordination. Under ICS, one person (the Incident Commander, ICO) is in charge at the school site. The principal or designee will serve as Incident Commander. Depending on the nature and scope of emergency, the Incident Commander may appoint section chiefs to oversee other functions (Planning, Operations, Logistics and Finance and Administration). If the situation warrants, the ICO can perform any or all five functions. The principal or designee will also be responsible for deactivating the plan. District and other Agencies:
Gaines will communicate with the district by phone, email, short-wave radio, or runner. Emergency information, status reports, and resource requests will go directly to the Paramount Unified School District (PUSD) Assistant Superintendent of Business Services. Gaines administration or designee may also contact the City of Paramount and/or law enforcement and emergency response entities as needed.

Gaines Internal Communications Protocol:

Gaines will utilize a variety of communication sources, including student messengers, walkie-talkies, landlines, cell phones, and the ParentSquare web-based communication system.

Gaines maintains Standard Response Protocol (SRP) through the I Love You Guys Foundation. The Standard Response Protocol (SRP) provides consistent, clear, shared language and actions among all students, staff and first responders for all hazards. It is action based, and allows organizations, first responders, students, and parents to share a specific vocabulary for quick and coordinated action. It also acts as a tool for training which develops the muscle memory necessary to respond appropriately in moments of crisis. The SRP is based on five actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

All District school sites have implemented a Visitor Management System called Raptor, to increase safety and security measures on campus. The Raptor Visitor Management school security system screens for sex offenders, alerts staff of custody violations, and provides districtwide reporting for all visitors. Gaines has moved to an electronic access control system to maintain secure spaces in the event of an emergency.

All District school sites have a tactical response plan in place. Special consideration has been given to emergency procedures with regard to students with disabilities.
The District works collaboratively with local fire, police, sheriff, EMS and the City of Paramount to ensure the safety of staff and students. All fire alarm systems undergo a full system test annually.

For specific details, refer to Paramount Unified School District Board Policy and Administrative Regulations 3516 Emergencies and Disaster Preparedness Plan.

Earthquake Emergency Procedures
In compliance with California Education Code Sections 32282 and 35297, Paramount Unified School District has established a comprehensive earthquake emergency procedure system to ensure the safety and care of all students and staff. This system includes the following components:
1. School Building Disaster Plan

Each school site maintains a disaster plan that is ready for immediate implementation. This plan outlines procedures for maintaining the safety and care of students and staff during and after an earthquake. It includes coordination with local emergency services and provisions for shelter, communication, and reunification.

2. Drop Procedure

All students and staff are trained in the standardized drop procedure, which involves:
- Taking cover under a table or desk,
- Dropping to their knees,
- Protecting the head with their arms,
- Facing away from windows.

Practice drills are required to be conducted:
- Quarterly in elementary schools,
- Semiannually in secondary schools.

3. Protective Measures

The district has identified and implemented protective measures to be taken:
- Before an earthquake: Securing heavy furniture, conducting regular safety inspections, and educating staff and students.
- During an earthquake: Following the drop procedure, avoiding hazardous areas, and maintaining calm.
- After an earthquake: Conducting building assessments, accounting for all individuals, administering first aid, and initiating reunification protocols.

4. Training and Awareness
- Site specific earthquake procedures will be reviewed annually with staff to ensure that they are trained and aware of the proper safety procedures in the event of an earthquake.

Adaptations for Students with Disabilities
ADA accessible evacuation routes are planned in advance. Teachers, support staff, and instructional aides have practiced the emergency procedures and have practiced the evaluation routes including assisting students with disabilities to evacuate safely. Additional support staff monitor evacuation routes and provide additional assistance as needed.

Public Agency Use of School Buildings for Emergency Shelters
In accordance with Education Code 32282, the District shall allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(J) Procedures to Prepare for Active Shooters
DURING INSTRUCTIONAL TIME
Upon the sound of gunfire or the presence of an intruder possessing a gun, the Administrator in charge will order a lockdown and call 911 from a campus phone. The Administrator will then call the Security Department. The Security Department will initiate notifications to the Superintendent's Office and Student Services.

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. "WE ARE GOING ON LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat…"

If classes are in session, teachers will be instructed to lock their doors and drop to the ground to be protected from the gunfire. Students will be kept in the classrooms until the danger has passed. School personnel will use good judgment at all times in order to keep themselves and students as safe as possible until help arrives.

2. If teachers are in staff room, they are to remain in the staff room. If teachers are off campus they will be locked out of the school.
3. Teachers, Supervisors, CSP's, Admin are to adhere to the following procedures:
a. Lock classroom doors using push lock.
b. Keep all students inside and away from doors and windows.
c. Duck and cover and turn off the lights
d. No student may be permitted to leave the classroom. This includes bathroom breaks.
e. Make sure internal and secondary doors are operable.
f. Keep the phone lines clear unless there is an emergency.
4. There will NOT be an all-clear announcement. Law Enforcement will be given keys to the school and they will be giving the individual class the "all clear."
5. DO NOT OPEN YOUR DOOR FOR ANYONE.
6. DO NOT RELEASE STUDENTS EVEN IF EVEN INSTRUCTED TO DO SO OVER THE INTERCOM
7. DO NOT EXIT THE CLASSROOM IF A FIRE DRILL IS PULLED, UNLESS THERE IS A FIRE IN YOUR OWN CLASSROOM, THEN EVACUATE TO THE CLOSEST CLASSROOM.
WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.

DURING NON-INSTRUCTIONAL TIME
1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. "WE ARE GOING ON LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat Noon Duty Aides, CSP's, and Administration move all students to classrooms or nearest building.
2. The Administrator in charge will call 911 from a campus phone. The Administrator will then call the Security Department. The Security Department will initiate notifications to the Superintendent's Office and Student Services.
3. Teachers, Noon Duty Aides, CSP's, and Administration are to adhere to the following procedures:
a. Lock classroom doors using push lock.
b. Keep all students inside and away from doors and windows.
c. Duck, cover, and turn off the lights
d. No student may be permitted to leave the classroom. This includes bathroom breaks.
e. Make sure internal and secondary doors are operable.
f. Keep the phone lines clear unless there is an emergency.
4. If teachers are in staff room, they are to remain in the staff room. If teachers are off campus they will be locked out of the school.
5. There will NOT be an all-clear announcement. Law Enforcement will be given keys to the school and they will be giving the individual class the "All Clear."
6. DO NOT OPEN YOUR DOOR FOR ANYONE.
7. DO NOT RELEASE STUDENTS UNLESS INSTRUCTED TO DO SO BY LAW ENFORCEMENT
8. DO NOT EXIT THE CLASSROOM IF A FIREDRILL ALARM IS PULLED, UNLESS THERE IS AN ACTIVE FIRE IN YOUR OWN CLASSROOM, THEN EVACUATE TO THE CLOSEST CLASSROOM.
9. WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.

Privacy and Safety Laws related to Immigration Enforcement
In accordance with Senate Bill 98 (SB 98) and Assembly Bill 49 (AB 49), Paramount Unified School District is committed to maintaining a safe, secure, and inclusive learning environment for all students, regardless of immigration status.

1. Notification Procedures (SB 98):
   - Schools must issue immediate campus-wide alerts when immigration enforcement is confirmed on school grounds.
   - Alerts will include the date, time, specific location, and a link to resources provided by the California Attorney General, and will exclude any personally identifiable information.

2. Restricted Access and Documentation Requirements (AB 49):
   - Immigration enforcement officers may not enter nonpublic areas of any school site without presenting:

- Valid identification
- A written statement of purpose
- A judicial warrant, subpoena, or court order
- Entry must be approved by the Superintendent or designee, and access will be limited to areas where students are not present.
- School personnel are prohibited from disclosing student records or personal information to immigration authorities without proper legal documentation or written parental consent.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
	Fire/Paramedics	911	Contact the District Office
	Long Beach Police Department – North Division	(562) 570-9800	Contact the District Office
	Lakewood Sheriff Station	(562) 623-3500	Contact the District Office
	Bellflower Sheriff Sub Station	(562) 925-0124	Contact the District Office
	Gas Company	(562) 570-2140	Contact the District Office
	Electric Company	(800) 655-4555	Contact the District Office
	Long Beach Water Department	(562) 570-2390	Contact the District Office
	Paramount Water Company	(562) 220-2018	Contact the District Office
	City of Paramount	(562) 220-2000	Contact the District Office

Instructional Continuity Plan

Senate Bill 153 is an instructional continuity plan to establish communication with students and their families and provide instruction to pupils when in-person instruction is disrupted due to an emergency pursuant to Section 41422 or subdivision (a) of Section 46392. The plan shall include:

(i) Procedures for pupil engagement, as soon as practicable. Communication will be sent from each school principal to students and their families no later than five calendar days following the emergency via ParentSquare. ParentSquare is a two-way communication tool with students and their families. This communication will include how students will access academic, social-emotional and mental health support.

(ii) Access to in-person instruction or remote instruction no later than 10 instructional days following the emergency, as practicable. The plan may include support to students and families to enroll in or be temporarily reassigned to another school district, county office of education, or charter school. For purposes of this paragraph, "temporarily reassigned" means temporarily reassigned to another local educational agency outside of the school district in which the pupil's parent or guardian resides. Notwithstanding Section 48200 or any other law, a pupil who is temporarily reassigned shall be deemed to have complied with the residency requirements for attendance in the local educational agency that is temporarily serving the pupil pursuant to this section.

(ii) Notwithstanding Section 48200 or any other law, a school district, county office of education, or charter school may continue to enroll a pupil who is temporarily reassigned to another school district, county office of education, or charter school pursuant to this section in order to facilitate the timely reentry of the pupil i their prior school after the emergency event has ended.

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

Safety routes (ingress and egress):

Gaines Elementary School has multiple access points to the campus. Morning drop off and afternoon pick up is conducted through three gates along Jackson Street. In the morning, students can enter the main gate or car drop off/walking gate.

School dismissal is conducted through 4 gates (main gate, walking gate, car pick-up gate and TK student release gate off of Garfield). Some students are escorted to the bus everyday and others transition to enrollment in the after school program on site.

Paramount Unified School District busses drop off and pick up students to and from school for any students living more than one mile away from the school site. Students are dropped off directly in front of the school and are instructed to directly enter the main gate upon arrival.

Procedure for Visitor Check-In:

There are signs posted on campus indicating that all visitors must report to the main office. Visitors (when allowed during school hours) are required to check in at the main office and obtain a visitor's badge using the RAPTOR check-in system. All visitors must log their arrival and departure time with front office staff.

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

Goal:
Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

Current Metrics and Indicators:
Cumulative attendance (PUSD Dashboard) 93.0% EOY 2024-2025
Chronic absenteeism in grades TK through 8th grade (CA Dashboard) 22% Yellow status CA School Dashboard Fall 2025
Chronic absenteeism in grades TK through 8th grade - Students with Disabilities (CA Dashboard) 32.7 Orange status CA School Dashboard Fall 2023

Opportunity for Improvement:
Chronic absenteeism will decrease with the expected outcomes below:
Cumulative attendance (PUSD Dashboard) 95% EOY 2025-2026
Chronic absenteeism in grades TK through 8th grade (CA Dashboard) 21% or lower Green status in 25-26 EOY as reflected in CA School Dashboard Fall 2026
Chronic absenteeism in grades TK through 8th grade - Students with Disabilities (CA Dashboard) 31% Green Status CA School Dashboard Fall 2026

SPSA Strategy/Activity on Attendance	Metric/Indicator	Expected Outcome	Progress monitoring	Person(s) responsible
Campus Safety Aides (CSA) position(s): provide effective supervision of students before school, after school, and during recess and lunch. Campus Safety Aides utilize and implement positive behavior supports, disciplinary procedures, and techniques in accordance with the school site and district expectations, safety programs and plans. Collaborate with Principal and site staff to implement School Site Safety Plan and attend regular trainings on positive behavior support systems, progressive disciplinary procedures, and safety procedures.	Suspension Rate Indicator (CA School Dashboard)	Maintain less than 1% Blue Status CA School Dashboard Fall 2026	Conduct regular observations of CSAs by school administration to assess adherence to positive behavior support strategies and disciplinary procedures. Use "Foundations Implementation Observation" rubrics and provide feedback to improve or reinforce best practices. Track CSAs' attendance and participation in scheduled training sessions on positive behavior support, progressive disciplinary procedures, and safety protocols. Monitor training completion rates to ensure that all CSAs are adequately prepared. Host monthly meetings to set specific targets related to student supervision, positive behavior support, and safety. Review these goals regularly to assess progress and set new goals based on recent data.	District Administration Site Administration Campus Safety Aides

BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior supports through the application of the science of Applied Behavior Analysis (ABA). Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principles of ABA and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) for students with autism and social skills programming for students. BCBAs conduct functional behavioral assessments and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms.	Suspension Rate Indicator (CA School Dashboard)	Maintain less than 1% Blue Status CA School Dashboard Fall 2026	SEL Data (monthly/weekly attendance, suspension, counseling, etc.)	Site Administration BCBAs
School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.	Suspension Rate Indicator (CA School Dashboard) EOY School Attendance Rate	Maintain less than 1% Blue Status CA School Dashboard Fall 2026 95% or better EOY 2025-2026 Attendance	SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)	Site Administration School Counselor

Promote attendance and positive school climate by analyzing data and recognizing individuals and classes with high attendance rates through awards, celebrations, and incentives.	EOY School Attendance Rate	95% or better EOY 2025-2026 Attendance	Excellent and Perfect Attendance Recognitions	Site Administration School Counselor
Identify and provide programs and assemblies to promote and reinforce positive school culture, behavior (Safe and Civil), college going culture and inclusiveness.	Suspension Rate Indicator (CA School Dashboard) EOY School Attendance Rate	Maintain less than 1% Blue Status CA School Dashboard Fall 2025 95% or better EOY Attendance	Calendar of Events Consultant Contracts	Site Administration Site Wellness Team Climate & Culture Team
Provide support for academic, behavioral, and social emotional learning by strengthening levels of support at all tiers within MTSS to include materials and supplies, extra hours and sub release as needed.	Suspension Rate Indicator (CA School Dashboard) EOY School Attendance Rate	Maintain less than 1% Blue Status CA School Dashboard Fall 2026 95% or better EOY Attendance	MTSS Meetings Progress Monitoring (academic achievement, report card data, behavior, attendance etc)	MTSS Committee Site Administration Intervention Teachers
Attendance and special education team to monitor attendance, conduct parent meetings and support students with special needs as an identified need through ATSI to include extra hours and sub release as needed.	Chronic absenteeism (CA Dashboard)	Chronic absenteeism in grades TK through 8th grade - Students with Disabilities (CA Dashboard) 31%	Attendance Data Tardy, chronic absenteeism, and truancy letters	Attendance Team Site Administration Special Education Team MTSS Committee
Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.	Chronic absenteeism (CA Dashboard) EOY School Attendance Rate	CA Dashboard 21% or lower Green status CA School Dashboard 95% or better EOY 2025-2026 Attendance	Attendance Data Calendar of Personalized 1-on-1 Parent-Student Meetings Tardy, chronic absenteeism, and truancy letters	Social Worker Attendance Team Site Administration

Goal:
Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety - Improvement of Discipline Rate

Current Metrics and Indicators:
Suspension Rate Indicator 0% Blue status on CA School Dashboard Fall 2025

Opportunity for Improvement:
Maintain 0% and Blue Status CA School Dashboard Fall 2026

SPSA Strategy/Activity on Attendance	Metric/Indicator	Expected Outcome	Progress monitoring	Person(s) responsible
Campus Safety Aides (CSA) position(s): provide effective supervision of students before school, after school, and during recess and lunch. Campus Safety Aides utilize and implement positive behavior supports, disciplinary procedures, and techniques in accordance with the school site and district expectations, safety programs and plans. Collaborate with Principal and site staff to implement School Site Safety Plan and attend regular trainings on positive behavior support systems, progressive disciplinary procedures, and safety procedures.	Suspension Rate Indicator (CA School Dashboard)	Maintain 0% Blue Status CA School Dashboard Fall 2026	Conduct regular observations of CSAs by school administration to assess adherence to positive behavior support strategies and disciplinary procedures. Use "Foundations Implementation Observation" rubrics and provide feedback to improve or reinforce best practices. Track CSAs' attendance and participation in scheduled training sessions on positive behavior support, progressive disciplinary procedures, and safety protocols. Monitor training completion rates to ensure that all CSAs are adequately prepared. Host monthly meetings to set specific targets related to student supervision, positive behavior support, and safety. Review these goals regularly to assess progress and set new goals based on recent data.	District Administration Site Administration Campus Safety Aides

SPSA Strategy/Activity on Attendance	Metric/Indicator	Expected Outcome	Progress monitoring	Person(s) responsible
BCBAs: Aids district staff with planning, implementation, and evaluation of student behavior supports through the application of the science of Applied Behavior Analysis (ABA). Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principles of ABA and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) for students with autism and social skills programming for students. BCBAs conduct functional behavioral assessments and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms.	Suspension Rate Indicator (CA School Dashboard)	Maintain 0% Blue Status CA School Dashboard Fall 2026	SEL Data (monthly/weekly attendance, suspension, counseling, etc.)	Site Administration BCBAs
School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.	Suspension Rate Indicator (CA School Dashboard)	Maintain 0% Blue Status CA School Dashboard Fall 2026 95% or better EOY 2025-2026 Attendance	SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)	Site Administration School Counselor

SPSA Strategy/Activity on Attendance	Metric/Indicator	Expected Outcome	Progress monitoring	Person(s) responsible
Provide support for academic, behavioral, and social-emotional learning by strengthening levels of support at all tiers within MTSS to include materials and supplies, extra hours, training, and sub release as needed.	Suspension Rate Indicator (CA School Dashboard) EOY School Attendance Rate	Maintain 0% Blue Status CA School Dashboard Fall 2026 95% or better EOY 2025-2026 Attendance	MTSS Meetings Progress Monitoring (academic achievement, report card data, behavior, attendance etc)	MTSS Committee Site Administration Intervention Teachers Grade-Level Teachers
Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.	Suspension Rate Indicator (CA School Dashboard) EOY School Attendance Rate	Maintain 0% Blue Status CA School Dashboard Fall 2026 95% or better EOY 2025-2026 Attendance	Referral Data Calendar of Personalized 1-on-1 Parent-Student Intervention Meetings Behavior Interventions Counseling Service Calendar	Social Worker Site Administration Climate & Culture Team