Comprehensive School Safety Plan
SB 187 Compliance Document

2025-26
School Year

School: Cambria Grammar School and the SSC

CDS Code: 40-75465-6042972

District: Coast Unified School District

Address: 3223 Main Street
Cambria CA, 93428

Date of Adoption: 1/14/2026

Approved by:

Name	Title	Signature	Date
Celia Moses	Principal		
Ruben Campos	Director of M.O.T.		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

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 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 the Cambria Grammar School main office..

Compliance Checklist for a Comprehensive School Safety Plan

California Education Code Sections 32280-32289

Required Components for a Comprehensive School Safety Plan

Section 32281	**Mandate Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(b) (1) Plan is written and developed by a school site council (SSC). **(2)** The SSC may delegate this responsibility to a safety committee made up of principal/designee, teacher, parent of child who attends the school, classified employee, and others, if desired.	Include date and plan 1/14/2026 Comprehensive School Safety Plan	Include planning committee roster SSC: President: Erica Lovegren: Parent, CGS teacher Co-President: Sunny Bivin: CGS Teacher Secretary: Martha Mercado: CUHS Student Other Members Whit Donaldson: SLMS Teacher Laura Orellana: Parent Alondra Bustillos: Parent, Admin Asst to Superintendent Dave Nygren: SLMS Principal Ed Arrigoni: CUHS Principal Celia Moses: CGS Principal Alisha Enns: Parent, teacher Mia Mendoza: CUHS student MOT Director Ruben Campos; CUSD Shared SSC Members; Deputy Chad Osman (SRO), Jill Southern, Superintendent
(b) (3) SSC/planning committee consulted with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.	Include date and plan 1/14/26 Comprehensive School Safety Plan	Comments Communicated with Deputy Chad Osman, CUSD SRO, for development and review.

Section 32282	**Mandate Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(a) The comprehensive school safety plan includes, but is not limited to all of the following:	Include date and plan 1/14/2026 Comprehensive School Safety Plan	Comments

(1) An assessment of the current status of school crime at the school and at school-related functions, which may be accomplished by reviewing one or more of the following types of information: • Office Referrals • Attendance rates/SARB data • Suspension/Expulsion data • California Healthy Kids Survey • School Improvement Plan • Local law enforcement juvenile crime data • Property Damage data	Include date and plan 1/06/2026. Comprehensive School Safety Plan; Ongoing at the school site	Describe the data reviewed and key analysis points and table of findings Attendance and behavior data is regularly reviewed daily / weekly.
(2) Identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including but not limited to the following:	Include date and plan 1/14/2026 Comprehensive School Safety Plan	Additional items to consider: Threat Assessment; Student Support Teams Multiple staff at CGS have been trained in the use of the B-HARP Threat Assessment Tools. The CGS Staff Meetings regularly include safety and related procedures training and discussion including a training on August 13, 2025 on staff roles during emergencies, Emergency Backpack inventory and restock, and Drill procedures
(A) Child Abuse Reporting procedures	Include date and plan 8/15/2025 All staff are trained annually on mandated reporter procedures and responsibilities	Include board policy and site-specific steps All staff are trained annually on mandated reporter procedures and responsibilities

(B) Disaster procedures, routine and emergency, crisis response plan including adaptations for pupils with disabilities and the following:	Include date and plan 1/14/2026 Comprehensive School Safety Plan	Use the Standardized Emergency Management System (SEMS) as detailed in the California Emergency Services Act 8607 and the supporting California Code of Regulations Cambria Grammar School is committed to ensuring that students with disabilities are supported during emergency procedures, recognizing that their needs may differ in such situations (SB 323). For students with sensory challenges, noise-canceling headsets will be provided during emergencies to reduce stress and sensory overload. Additionally, step-by-step visual schedules tailored to various emergency scenarios will be created and practiced with students who need them. These schedules will be communicated with special education teachers, general education teachers, and paraprofessionals to ensure consistency and preparedness. Moreover, a sensory 1 movement room is available for students requiring additional support beside regular movement.

(i) Earthquake emergency procedures that include: (I) a school building disaster plan **Note**: Building disaster plan emergency procedures and drills for the following situations that may be associated with an earthquake or other emergency event should be developed and adapted to each school's needs and circumstances in collaboration with first responders and community partners; theres may include but are not limited to: Fire; Relocation/Evacuation; Bomb Threat; Bioterrorism/Hazardous Materials; Earthquake; Flood; Power Failure/Blackout; Intruders/Solicitors; Weapons/Assault/Hostage; Explosion; Gas/Fumes (II) a drop procedure (students and staff take cover) dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools (III) protective measures to be taken before, during, and after an earthquake (IV) a program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures	Include date and plan 8/11//2025 Comprehensive School Safety Plan	Detail response procedures: • Lock Down • Secure School • Active intruder or other threat(s) Describe information on training and exercise drills: Drills are held more than monthly. The drills include a mix of fire, earthquake, shelter in place, and lockdown.
(ii) Establish procedures to allow a public agency, including the American Red Cross, to use school buildings, grounds and equipment for mass care and welfare shelters during an emergency.	Include date and plan 01/14/2026 Comprehensive School Safety Plan	Comments
(C) Suspension / Expulsion policies and procedures	Include date and plan 08/11/2025 Comprehensive School Safety Plan	Refer to board Policy, include site-specific steps, if needed Included in this plan and the CUSD Annual Notification to Parents and Guardians
(D) Procedures to notify teachers of dangerous pupils	Include date and plan 08/11/2025Comprehensive School Safety Plan	Refer to board Policy, include site-specific steps, if needed See CUSD BP #0450, 4158, 4258, 4358

(E) Discrimination and Harassment Policy. Include hate crim reporting procedures and policies here. **Note:** The Legislature encourages safety plans to include bullying policies and procedures to the extent that resources are available. Assembly Bill 9 Ch. 723 requires that all schools have an antibullying policy and AB 746 covers all types of bullying, including cyber-bullying. While it is not required to place these policies in the school safety plan, they may be placed here.	Include date and plan 08/11/2025 Comprehensive School Safety Plan	Include complaint and investigation procedure Included in this plan and the CUSD Annual Notification to Parents and Guardians
(F) Schoolwide Dress Code, if it exists, including prohibition of gang-related apparel	Include date and plan 08/11/2025 Comprehensive School Safety Plan	Comments
(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site	08/11/2025 Comprehensive School Safety Plan	Reference campus visitor policies. Other items may include: crossing guard program, safe routes to school, pedestrian, vehicle and bicycle policies, traffic safety, etc Included in this plan and the CUSD Annual Notification to Parents and Guardians
(H) A safe and orderly environment conducive to learning at the school.	08/11/2025 Comprehensive School Safety Plan	Comments Safety and behavior management are regular topics at staff meetings including specific review of site protocols on 1/10/24. SSC met on 10/11/23, 1/17/24
(I) Rules and procedures on school discipline	Include date and plan 08/15/2025 Comprehensive School Safety Plan	Comments Included in this plan and the CUSD Annual Notification to Parents and Guardians
(c) Where practical, consult, cooperate and coordinate with other school site councils or school safety planning committees.	Include date and plan 08/11/2025 Comprehensive School Safety Plan	Comments
(d) Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented. Keep and updated file of all non-sensitive safety-related plans and materials readily available for inspection by the public.	Review, update and approve by March 1 -1/14/2026 Comprehensive School Safety Plan	Demonstrate annually approved plan with board or district superintendent signature page
(e) The Legislature encourages that policies and procedures aimed at the prevention of bullying be included in the comprehensive school safety plan. See (E) above.	Include date and plan 08/11/2025 Comprehensive School Safety Plan	Comments Included in the CUSD Annual Notification to Parents and Guardians

Section 32281.1	**Mandate Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(a) Schools are *encouraged* to include clear guidelines of the roles and responsibilities of the positions listed below (if used by the district): • Mental health professionals, school counselors • Community intervention professionals • School resource officers, police officers on campus	Include date and plan 08/11/2025 Comprehensive School Safety Plan	Include planning committee roster Safety and social emotional needs are regularly discussed with school counselor, district psychologist, school princiipal, family advocate, and school resource officer

Section 32284	**Mandate Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
Plan may include procedures for responding to the release of a pesticide of other toxic substance from properties located within one-quarter mile of a school.	Include date and plan	Comments

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Emergency Action Plans for Before and After School Events	Include date and plan 08/11/2025 Comprehensive School Safety Plan	Comments

Section 32288	**Mandate Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(a) Submit the plan to school district office of county office of education for approval.	Include date and plan 01/12/2025	Comments
(b)(1) SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.	Include date and plan 01/14/2026 Comprehensive School Safety Plan	See notification requirements in Section 32288 (b)(2) and recommendations in Section 32288 (b)(3)

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
All incidents or suspected incidents are reported to San Luis Obispo County Child Welfare Services. All Coast Unified School District staff are trained in these procedures annually.

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

Disaster Plan (See Appendix C-F)
Emergency Procedures

Fire/Evacuation – (Fire - if a shelter in place, will be clearly announced)

- Account for students
- Calmly evacuate the buildings (orange helmets, emergency bags, fire extinguishers, radios if you have them)
- Students quietly line up along campus side of North fence: All students and staff congregate atmain (lower) playfield

. Display green card for “all accounted for/all safe”

- Display red card for “missing student/need assistance”
- Give information sheets with attendance of students and adults to coordinators (Maria Sison and Lori Nunez)
- Wait for further instruction

Earthquake –

- Students drop, cover and hold
- Upon direction, calmly evacuate buildings – same as above
- Wait for further instruction

Lockdown –

- Upon hearing directions:

o Check that doors are locked
o Close blinds
o Quietly reassure students

Triage – Handle health and injury emergencies – Communicate (Radio)

Student Area – Manage and reassure waiting students

Security – Manage the front gate and students being picked up (Radio)

Communications – Manage communication between centers (Radio)

Evacuation Plan for Coast Unified School District (CUSD)

In the event of an emergency, Coast Unified School District (CUSD) has a comprehensive evacuation plan to prioritize the safety of all students and staff. With approximately 489 students and 120 employees across four campuses, the district covers 277.4 square miles on California's Central Coast. Evacuation scenarios depend on the type and scope of the emergency and are outlined as follows:
Immediate Actions at the Outset of an Emergency
Law enforcement (police, fire, etc.) is immediately notified of the emergency.
The district administrative and management team (Superintendent, principals, managers, and MOT Director) are informed to coordinate the evacuation plan.
ParentSquare notifications are sent immediately to families, ensuring parents are informed of:
The nature of the emergency.

Evacuation locations.
Student pickup procedures and the necessity to follow safety protocols to ensure an organized and secure evacuation process.
Scenario 1: Single-Site Evacuation
Example: Fire or gas leak isolated to one campus.
Process:
Students and staff move to predetermined safe areas on or near the campus.
Transportation is provided to a nearby relocation site, typically the District Office (1350 Main Street, Cambria).
Routes for evacuation (Cambria Grammar School):
Walk to the upper lot, middle office lot, or lower lot for pickup. (safety is the highest priority and determines the route).
Safely proceed along the sidewalk to Main Street or another designated location like Santa Lucia Middle School, if needed.
District vehicles are available to transport people to a safe evacuation area (likely District Office)
Routes for evacuation (Santa Lucia Middle School):
Walk to the main lot/blacktop (basketball) area for pickup.
Safely proceed along the sidewalk to Main Street or a designated location like Cambria Grammar School, if needed.
District vehicles are available to transport people to a safe evacuation area (likely District Office)
Routes for evacuation (Coast Union High School / Leffingwell):
Walk to the main lot in front of gym (or alternatively by Leffingwell, Main Office, or by MOT, depending on identified emergency for pickup.
If emergency limits vehicle access to the high school campus, but walking by foot towards town is safe and identified as necessary, people safely proceed along the sidewalk to Main Street or a designated location like, if needed.
District vehicles are available to transport people to a safe evacuation area (likely District Office)
Five buses and multiple vans are available to safely transport the campus population. Buses will meet at the identified pickup location (upper, middle, lower CGS lot - OR Main Street, SLMS, or another identified location). If safe, the 1st choice of pickup location is the upper lot at CGS.
Scenario 2: District-Wide Local Evacuation

Example: An emergency affecting all campuses but not requiring mass relocation to Paso Robles.
Process:

Students and staff are transported to local assembly points such as the District Office, high school football field, or large parking lots.
Transportation prioritization:
Begin with the most affected campus or the farthest site (e.g., Cambria Grammar School).
Proceed to other campuses (e.g., Santa Lucia Middle School, Coast Union High School).
Clear sign-out procedures ensure all students are accounted for and safely reunited with their families.

Scenario 3: Mass Evacuation to Paso Robles
Example: Tsunami or nuclear emergency necessitating relocation to the county-designated evacuation center.
Process:
Evacuation pathway:
Travel south on Highway 1 for approximately 4 miles.
Head east on Highway 46 for approximately 20 miles.
Travel north on Highway 101 for approximately 6 miles to reach the Paso Robles Mid-State Fairgrounds.
Up to 450 people can be transported in one trip using district buses and vans.
Staff members who are parents of students will take their children to the evacuation center to expedite the process.
Admin teams at each site verify attendance, implement sign-out systems, and coordinate with families.
Communication and Coordination
ParentSquare is used to deliver urgent notifications to families, ensuring real-time updates about the emergency, evacuation status, and pickup/sign-out protocols.
Families are reminded of the necessity to follow district protocols to maintain the safety and security of all students and staff.
Coordination with law enforcement and emergency services ensures the evacuation is conducted efficiently and safely.
CUSD's coordinated evacuation plan reflects its commitment to ensuring the safety and security of all students, staff, and the community.

Adaptations for Students with Disabilities
Students with disabilities requiring additional supports will be accompanied by special education instructional aides already designated to students needing additional support.

Public Agency Use of School Buildings for Emergency Shelters
Cambria Grammar School is designated as an emergency shelter. Basic supplies (water, blankets, sleeping cots, first aid materials) are stored on site.

Earthquake
Earthquake –

- Students drop, cover and hold
- Upon direction, calmly evacuate buildings – see below
- Wait for further instruction

Evacuation – (If deemed necessary)

- Account for students
- Calmly evacuate the buildings (orange helmets, emergency bags, fire extinguishers, buckets, radios if you have them)
- Students quietly line up along campus side of North fence:

o (1) main (lower) playfield
o (2) upper playfield

- Display green card for "all accounted for/all safe"
- Display red card for "missing student/need assistance"
- Give information sheets with attendance of students and adults to coordinators (Maria Sison - upper; Lori Nunez - lower)
- Wait for further instruction

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

GROUNDS FOR SUSPENSION AND/OR EXPULSION

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

Education Code Section 48900

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors,
teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020.

(3) Except as provided in Section 48910,
commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts
specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(4) Except as provided in Section 48910,
commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be
suspended for any of the acts specified in
paragraph (1). This paragraph is inoperative on July 1, 2025.

(l) Knowingly received stolen school property or private property.

(m)Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code
or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
(A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health.
(C) Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.
(D) Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
(2) (A) “Electronic act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
(i) A message, text, sound, video, or image
(ii) A post on a social network internet website, including, but not limited to: (I) Posting to or creating a burn page. “Burn page” means an internet website created for the purpose of having one or more of the effects listed in paragraph (1); (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated; (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
(iii) (I) An act of cyber sexual bullying; (II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act; (III) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.
(3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil’s exceptional needs.
(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
(1) While on school grounds.
(2) While going to or coming from school.
(3) During the lunch period whether on or off the campus.
(4) During, or while going to or coming from, a school-sponsored activity.
(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.
(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to
address and correct the pupil’s specific misbehavior as specified in Section 48900.5.
(w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community. [EC 35291, 48900, 48901.1, 48910]
Additionally, sexual harassment, hate violence, harassment, intimidation (grades 4-12) and threats and terroristic threats against school officials or school property or both (all students) may be recommended for suspension or expulsion. [EC 212.5, 233(e), 48900.2, 48900.3, 48900.4, 48900.7]
Homework shall be provided for a student suspended for two (2) or more days upon request. Such homework turned in on time that cannot be graded in time, will not be included in the calculation of the pupil's grade in the class. [EC 48913.5]

Mandatory Suspension / Expulsion

Education Code Section 48915
(a): Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that the expulsion is inappropriate, due to the particular circumstance:

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

Education Code Section 48915(c): The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior or written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4 Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
All site staff will be notified by the site administrator (or designee) about the presence of potentially dangerous students. Other agencies will be notified and brought in for support as necessary.

(E) Sexual Harassment Policies (EC 212.6 [b])
SEXUAL HARASSMENT
Definition: (Per Education Code 212.5; 5 CCR 4916) prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress

- Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions effecting the individual
- The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment
- Submission to or rejection of the conduct by the individual is used as the basis for any decision effecting the individual regarding benefits and services, honors, programs, or activities available at or through the school

Other types of conduct which are prohibited in the school district and which may constitute sexual harassment include:

- Unwelcome leering, sexual flirtations, or propositions
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, stories, drawings, pictures, or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Massaging, grabbing, fondling, stroking or brushing the body
- Touching an individual's body or clothes in a sexual way
- Purposefully limiting a student's access to educational tools
- Cornering or blocking of normal movements
- Displaying sexually suggestive objects in the educational environment
- Any act of retaliation against an individual who reports a violation of the school district's sexual harassment policy, or who participates in the investigation of a sexual harassment complaint

Consequences for Sexual Harassment:

- Sexual harassment is a suspendible offense per Education Code 48900.

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

DRESS CODE

Clothing shall be sufficient to conceal undergarments except for straps on shoulders. Garter belt straps are not allowed. Shirts must not be strapless, collar/neckline may not be lower than your armpit height, and shirts may not be see-through. Shirts must fully cover the student including the midriff. Pants and shorts must be worn above the hips. Jackets and sweaters do not make you compliant with dress code. What you are wearing under your jacket/sweatshirt must meet dress code. Blankets, pajamas/sleepwear are not considered appropriate clothing.

Gang affiliated items such as hair nets, "grill" teeth, bandanas, gang colors, jewelry, emblems, clothing, badge, symbols, large chains, signs or other things which are viewed as evidence of membership or affiliation in any gang are prohibited.
Personal items (backpacks, jewelry, binders, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures or any insignia which are crude, vulgar, profane or sexually suggestive, which bare drug (e.g. Cookies brand), alcohol or tobacco company advertising, promotions or likenesses, which advocate racial, ethnic or religious prejudice or are physically dangerous.
Hats are not forbidden on campus, however, students are required to wear their hats forward-facing and respect the request of individual teachers regarding the wearing of hats inside buildings.

School administration will have the final decision of any controversial attire. Students who violate the dress code shall take one of the following actions:
Change into appropriate clothing if it is already available at school to meet the dress code standard for the remainder of the day.
Call a parent for a change of clothing for the student to meet the dress code standard for the remainder of the day.
Choose to change into school-provided clothing to meet the dress code standard for the remainder of the day.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Cambria Grammar School (CGS) prioritizes the safety of students, parents, and staff by ensuring secure access to and from the school. Located at 3223 Main Street in Cambria, California, the school is situated at the end of a long driveway off Main Street. There are parking lots and entrances at both the upper and lower parts of the campus, with the upper lot designated for bus drop-offs and pick-ups.

Staff supervise student arrivals and departures from 7:55 a.m. to approximately 3:15 p.m. On days when an after-school program is offered through an agreement with Champions, supervision continues until 6:00 p.m., with a staff-to-student ratio of 1:20. The campus is equipped with security cameras covering most areas, and the district office has access to camera footage for monitoring purposes.

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

Component:
Safe Place to Learn Act (E.C.sections 220, 221.5 and 234.1)
The district is committed to providing a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, facilities, and activities. The district prohibits, at any school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression, the perception of one or more of such characteristics; or association with a person or group with one or more of theses actual or perceived characteristics. Students who engage in discrimination, harassment, intimidation, bullying, or retaliation will be disciplined. For a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies or to file a complaint of violation of these policies, please contact the district superintendent's office at (805) 927-6121.

Each student is permitted to participate in sex-segregated school programs and activities and access facilities consistent with his/her gender identity, irrespective of the gender listed on the student's records. To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students, the district will address each situation on a case-by-case basis in accordance with law and Board Policy. If any student believes his/her privacy or religious beliefs and/or practices requires increased privacy he/she may contract the district's Superintendent at (805) 927-6121. Each such situation will be addressed on a case-by-case basis and in accordance with the law and Board Policy.

Element:
Tactical Readiness for All Emergencies

Opportunity for Improvement:
Enhance staff and faculty response capabilities during high-stress critical incidents. While current protocols are documented, there is a need to move beyond "compliance-based" drills toward "options-based" training (e.g., Run, Hide, Fight). This will ensure that faculty can make rapid, autonomous decisions to protect student life during the critical minutes before law enforcement arrives.

Objectives	Action Steps	Resources	Lead Person	Evaluation
By August 2026, every staff member will be trained on active shooter safety practices.	The School Resource Officer (SRO) and/or local law enforcement agency will deliver comprehensive training to staff on active shooter response protocols, including threat recognition, immediate actions, communication procedures, and coordination with emergency responders.	*Training on how respond and teach students active *Emergency procedure paperwork (procedural steps, phone trees, incident command flow charts, staff input survey etc) *Emergency equipment *Drill schedules	Celia Moses, Cambria Grammar School Principal, Deputy Chad Osman, CUSD SRO	The effectiveness of the drills will be reviewed, discussed with staff, highlight areas of growth and areas of improvement, and records kept.
Improve daily and emergency communication	Update and train communication currently in place. Provide handheld radios to those on the playground throughout the day for more effective and efficient communication.	*ParentSquare communication system *GroupMe phone app *School Handheld Radios	Celia Moses, CGS Principal	The effectiveness of drills and communication efforts will be reviewed and a record will be kept
Campus Safety and Maintenance	Review current procedures, update them as needed, and train staff as needed, receive staff input on areas of improvement. Participate in monthly safety drills (Earthquake, fire, lockdowns, shelter in place).	Maintenance and Operations staff will work with school staff to monitor campus safety and will report issues that need to be addressed	Celia Moses, CGS Principal, Ruben Campus, Director of MOT Department	Work requests will be monitored in the School Dude system

Component:
Improve school climate and pupil well-being by addressing the social, mental and behavioral health needs of students to ensure a quality experience for all students, staff, and families.

Element:
Improve student connectedness to school by cultivating a sustainable, positive school climate that promotes an environment grounded in clear norms, values, and expectations that prioritize the social, emotional, and physical safety of every individual, ensuring an environment where all students feel respected, supported, and empowered to reach their fullest potential.

Opportunity for Improvement:
All school staff and students will participate in emergency procedures monthly

Objectives	Action Steps	Resources	Lead Person	Evaluation

Objectives	Action Steps	Resources	Lead Person	Evaluation
By strengthening campus climate, the school aims to raise the proportion of students reporting a “High” level of School Connectedness on the California Healthy Kids Survey from 72% to 82%.	1. Create a sense of belonging through rigorous instruction * Build educator capacity to deliver effective early literacy practices, especially for underserved students * Strengthen and coordinate tiered literacy support for districts based on their specific needs 2. Continue to fully implement a strong PBIS system beyond some initial elements such as recognition tokens and Check in Check out. Areas to be addressed: Promoting school connectedness through restorative Practices Implement schoolwide weekly SEL Lessons: Every teacher will plan and deliver weekly lessons using the SecondStep SEL curriculum, covering key topics such as emotional regulation, empathy, decision-making, and conflict resolution. 3. Implement Weekly SEL Lessons: Every teacher will plan and deliver weekly lessons using the SecondStep SEL curriculum, covering key topics such as emotional regulation, empathy, decision-making, and conflict resolution.	* Provide targeted district-level support to build instructional coherence through high-quality curriculum, assessments, interventions, and training * Expand math and literacy training to improve core instruction and consistency * Motivate students to become responsible to their own learning by creating student academic goals and foster growth mindset and resiliency. Create an action plan with staff as to school wide strategies to implement: Create a team to spearhead the PBIS system. Team to receive professional training and maintain sustainability of the system among the schools. Provide Restorative practices training to all staff members to prioritize trust, belonging, accountability, and healing. Training to include: Community circles Conflict resolution Maintaining meaningful relationships Grade level SecondStep Curriculum Social emotional curriculum, resources, such as SEL-focused books, videos, or mindfulness practices, for students who may need extra support outside of weekly lessons.	Celia Moses, Principal Anja Johnson, School Counselor Classroom teachers	.Monitor Progress and Adjust Instruction: Regularly assess student engagement and understanding through informal check-ins, reflections, and class discussions. Adjust lesson plans based on student needs, feedback, and progress to ensure SEL objectives are being met. Monitor progress through school wide surveys on connectedness.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide Parent Education	Engage Families in SEL Efforts: Communicate with families about the SEL topics being covered and encourage reinforcement of SEL skills at home. Provide families with resources or education that can support their child's academic emotional and social growth. Provide education as to the importance of good attendance.	Parent Institute for Quality Education Communication through weekly Newsletters and ParentSquare messaging Coffee with the principal meetings to disseminate information and education for parents.	Jill Southern, CUSD Superintendent Celia Moses CGS Principal	Monitor progress through parent surveys
Provide SEL and Trauma Informed Practices Training for Staff	Ongoing staff training: Provide ongoing workshops or support to help staff integrate SEL into their daily practices, including behavior management, communication, and conflict resolution inside and outside the classroom. Facilitate collaborative sessions for staff to share SEL strategies, challenges, and best practices, ensuring a unified approach across the school community. Offer resources and training on how to identify and support students who may need additional SEL interventions or individualized support. Provide yearly Trauma Informed Practices training.	Train staff using the CASEL Framework's Five Areas of Competence Train classified employees with Second Step strategies/materials that students have learned in the classroom, ensuring they can reinforce these skills on the playground.	Celia Moses, Principal Adam Helfand, Sped Director	Evaluate progress through discussion, staff survey, and discipline referrals.

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Cambria Grammar School and the SSC Student Conduct Code

Conduct Code Procedures

POSITIVE AND PROACTIVE DISCIPLINE

At Cambria Grammar School, proactive discipline is at the heart of how we create a positive, respectful, and safe learning environment. We believe in teaching expectations from the very first day of school and reinforcing them consistently throughout the year. By clearly outlining what is expected of our students, we empower them to make responsible choices and engage in positive behaviors that contribute to the success of the whole community.

Our BRAVO token system plays a key role in this proactive approach. When students demonstrate the values we hold dear—such as respect, responsibility, and safety—they are recognized with a BRAVO token slip. This not only acknowledges their good behavior but also encourages them to continue making thoughtful, respectful decisions. The BRAVO system helps foster a culture of appreciation, where positive behavior is celebrated and reinforced, making it clear that our students are valued for their contributions to our school community.

By teaching, modeling, and recognizing good behavior, we ensure that our students understand the importance of accountability and kindness. Proactive discipline at Cambria Grammar School isn't just about managing behavior; it's about creating an environment where all students feel safe, respected, and motivated to do their best.

PROGRESSIVE DISCIPLINE PLAN

STEP 1 Minor Behavioral Problems

Examples of potential minor behaviors:

* Inappropriate language (not profanity)
* Physical contact (inappropriate display of affection, purposeful “bump” into someone, etc)
* Defiance / disrespect
* Minor Tech violation
* Class or Recess materials misuse
* Playing in the restroom

The teacher or administrator will implement appropriate action, which should include one or more of the following strategies:

a. Green Slip (See below for more information)
b. Conference with student
c. Parent contact
d. Peace Leader amends
e. Conference with counselor and/or principal

f. Review student records
g. Alternative activity during less structured times like recess

GREEN SLIP - For playground / outdoor activity minor behavior reporting and consequences
There are behaviors where a 3rd offense leads to a Green Slip. These include:
* Play fighting
* Playing after the bell rings.
* Running on the blacktop
* Misuse of playground equipment
Some behaviors lead to an automatic Green Slip (not 3 offenses). These include:
* Unacceptable language / teasing
* Throwing Food
* Not keeping hands, feet, or objects to Self
Green Slips include student / staff discussion, consequences, and a parent signature on the Green Slip
Consequences may include:
* Restriction from activity or play area
* Adult mediated Peace Leader amends and discussion
* Cleaning task
* Walk in safe, supervised area away from peers
Green Slip is sent home for parent review and signature
Principal is notified of all Green Slips

STEP 2: Attempts at Step 1 have been tried and have failed, or the behavior is severe enough to warrant a White Slip and/or the student's immediate removal from class or play area.

1. (IF WARRANTING A WHITE SLIP) A White Slip is written. See BELOW 1.a. for Information about White Slips, and White Slip Procedure.
2. Parents Contacted. Consequenses discussed. Ongoing support options discussed as needed.
3. Consequences implemented (may include removal from preferred activity, limits at recess, specific duties)
4. Peace Leader Amends
5. Put ongoing support in place as needed (may involve counseling, Check-in/Check-out, Student Success Team, etc)

1. a. Information about White Slips and White Slip Procedure

Examples of potential White Slip Offenses (See below for more White Slip information):
* Fighting / Physical Aggression
* Profanity / Repeated Inappropriate Language
* Repeated or Extreme Defiance / Disrespect
* Harassment
* Throwing Things Dangerously
* Theft / Vandalism / Forgery / Cheating
* Major Tchnology Violation
* Cheating

A. The teacher or staff member present will make sure situation is safe and get administrative assistance. If administration is unavailable, have a staff member escort the offending student to the office with the specific details of the situation. It is not advisable to send the offending student to the office with other students.
B. Administrator or designee will write a referral (White Slip) with specific details of the problem. This includes exact words, gestures, and circumstances that will help the counselors, support staff, parents, and administration more accurately deal with the problem.
C. When the offending student arrives at the office, he/she will sit in the office for the remainder of the period or until the referral (White Slip) is reviewed and the student is counseled and/or a disciplinary consequence is assigned. Parents are notifed of the details of the situation, consequences, and a discussion of next steps is had.

WHITE SLIP - These are used for School Discipline and Action Reporting
For Major offenses that are not meeting criteria for suspension
For In Class or Recess Behaviors that are:
* Not Respectful
* Not Safe
* Not Responsible
Involves school administration
Parents are notified, and CGS keeps a record of White Slips
Restorative Practices may include Peace Leader amends, counseling, mediated peer discussions
Consequences can include:
* Exclusion from certain privileges
* Temporary suspension from recess
* Assigning specific duties

STEP 3: For MAJOR Behavior Incidents beyond a White Slip, Suspension or Expulsion may be appropriate.

GROUNDS FOR SUSPENSION AND/OR EXPULSION
A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.
(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
(e) Committed or attempted to commit robbery or extortion.
(f) Caused or attempted to cause damage to school property or private property.
(g) Stole or attempted to steal school property or private property.
(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.
(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors,
teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020.
(3) Except as provided in Section 48910,
commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts
specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
(4) Except as provided in Section 48910,

commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.
(l) Knowingly received stolen school property or private property.
(m)Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
(C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
(D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.
(2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
(i) A message, text, sound, video, or image
(ii) A post on a social network internet website, including, but not limited to: (I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1); (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated; (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
(iii) (I) An act of cyber sexual bullying; (II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act; (III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.
(3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.
(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.
(2) While going to or coming from school.
(3) During the lunch period whether on or off the campus.
(4) During, or while going to or coming from, a school-sponsored activity.
(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to
address and correct the pupil's specific misbehavior as specified in Section 48900.5.
(w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.
(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community. [EC 35291, 48900, 48901.1, 48910]
Additionally, sexual harassment, hate violence, harassment, intimidation (grades 4-12) and threats and terroristic threats against school officials or school property or both (all students) may be recommended for suspension or expulsion. [EC 212.5, 233(e), 48900.2, 48900.3, 48900.4, 48900.7]
Homework shall be provided for a student suspended for two (2) or more days upon request. Such homework turned in on time that cannot be graded in time, will not be included in the calculation of the pupil's grade in the class. [EC 48913.5]

Mandatory Suspension / Expulsion

Education Code Section 48915
(a): Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that the expulsion is inappropriate, due to the particular circumstance:

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

Education Code Section 48915(c): The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior or written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4 Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

(K) Hate Crime Reporting Procedures
Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation. (Education Code 233; Penal Code 422.55)
(cf. 5145.9 - Hate-Motivated Behavior)Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)
(cf. 5145.3 - Nondiscrimination/Harassment)

Incidents are to be immediately reported to a teacher or the principal. Parents should call the principal directly if a student reports an incident to them. Upon report principal will:
1. At all times work to ensure the safety of students.
2. Work to keep the reporter confidential.
3. Take a written account
4. Conduct an investigation
5. Make a decision on the incident and consequences for the offending student. The school's progressive discipline policy will be used, but consequences may include suspension even for first offenses depending on the severity of the offense. Repeated offenses may lead to the recommendation of expulsion.
6. Report results of the investigation and the consequences to the parties involved.

Emergency Action Plans for Before and After School Events
Supervision is a priority for before and after school events. The emergency procedures in place during the school day at Cambria Grammar School apply before, during and after all school events.

(J) Procedures to Prepare for Active Shooters
Staff has been exposed to limited active shooter training protocols prior to this year. We will continue to research and provide additional staff training in this area.

Procedures for Preventing Acts of Bullying and Cyber-bullying
Every student is entitled to a safe school environment free from discrimination, harassment, intimidation and bullying.

The District's Policy on Bullying can be accessed on the District's website. Copies are available in the school office.

1. The school and district prohibits bullying. This includes, but is not limited to, discrimination , harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. Bullying is defined in Education Code section 48900(r).

2. School personnel must immediately intervene if they witness an act of discrimination , harassment, intimidation or bullying, provided it is safe to do so.

3. Acts of discrimination or bullying should be brought to the attention of the principal.

4. You may make an anonymous complaint by contacting the principal or the District's Nondiscrimination/Anti-Bullying Coordinator. If there is sufficient corroborating information, the District will commence an investigation.

5. Complaints of bullying or discrimination will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate.

6. Students who violate the District' s policies on bullying or discrimination may be subject to discipline, including suspension and expulsion.

7. The District prohibits retaliation against individuals who make complaints of bullying or provide information related to such complaints.

8. Students and parents also may contact the site principal or District's Nondiscrimination/Anti- Bullying Coordinator: Dave Nygren, dnygren@coastusd.org, 805 927 3693

Opioid Prevention and Life-Saving Response Procedures

OPIOID OVERDOSE

As a school serving young students, Cambria Grammar School has developed a protocol to address potential opioid overdoses in an effort to combat the ongoing opioid crisis and the fentanyl-related youth health emergency (SB 10).

Opioids are substances derived from the poppy seed, as well as synthetic and semi-synthetic compounds. They interact with the brain's opioid receptors and are often prescribed for pain management due to their sedative and analgesic effects. However, prolonged use or misuse without medical supervision can lead to dependence and severe health issues. Overdose occurs when a high dose or combination of opioids is present in the body, potentially leading to respiratory failure and death.

Fentanyl, a powerful synthetic opioid approximately 50–100 times stronger than morphine, is a leading contributor to the surge in overdoses. It is frequently mixed with other substances such as heroin and counterfeit prescription pills, often without the user's knowledge. Fentanyl has also been found in marijuana, capsules, and brightly colored forms known as "rainbow fentanyl," designed to appeal to children. The California Department of Public Health has issued alerts regarding rainbow fentanyl due to its potential danger to young people.

Narcan

Naloxone, commonly known by its brand name Narcan, is a life-saving medication that can rapidly reverse the respiratory effects of an opioid overdose. It restores normal breathing in individuals experiencing respiratory distress caused by opioid overdose.

At Cambria Grammar School, Narcan is on site, and staff are made aware of it’s location and of how to use the medication. Staff members will be trained annually on the use of Narcan and to recognize opioid and fentanyl use, abuse, and prevention strategies. For more information, please contact the school principal.

Response Procedures for Dangerous, Violent, or Unlawful Activities

ASSESSMENT AND RESPONSE TO REPORTS OF DANGEROUS, VIOLENT, OR UNLAWFUL ACTIVITY

Cambria Grammar School has established clear procedures to assess and respond to reports of dangerous, violent, or unlawful activity (SB 671).

If a staff member, parent, student, or community member becomes aware of any actual or potential “dangerous, violent, or unlawful activity,” they are required to report it to a school administrator immediately. The administrator, typically the school Principal, will assess the report's seriousness. If the threat is deemed credible and not transient, law enforcement and appropriate school officials will be notified.

In some cases, the school may also escalate concerns to the Coast Unified School District Office for further action.

Immigration Enforcement Procedures and Notifications

Coast Unified School District

Purpose

The Coast Unified School District (CUSD) is committed to providing a safe, inclusive, and welcoming educational environment for all students, regardless of immigration status. In accordance with California law, this section establishes procedures for responding to immigration enforcement activities and for notifying the school community when such activity is confirmed on or near a school campus.

Response to Immigration Enforcement on Campus

If immigration enforcement officers (including Immigration and Customs Enforcement or similar federal agencies) are observed on or near a school campus, the following procedures shall be implemented:

Immediate Administrative Notification

Any staff member who becomes aware of immigration enforcement presence shall immediately notify the site administrator or designee.

The site administrator shall notify the Superintendent or designee as soon as practicable.

Verification of Legal Authority
School officials shall not allow immigration enforcement officers access to non-public areas of campus without a valid judicial warrant, court order, or judicial subpoena.
Any documents presented by enforcement officers shall be reviewed by the Superintendent or designee prior to any action.

Limitation of Access and Cooperation
Immigration enforcement officers shall not question students, remove students, or access student records without lawful authority.
District staff shall not assist with immigration enforcement activities beyond what is legally required.

Required Notification to Families and School Community
In accordance with California Senate Bill 98, Coast Unified School District shall notify the school community when immigration enforcement presence is confirmed on or adjacent to a school campus.

Who Will Be Notified
When immigration enforcement presence is confirmed, the District shall notify, as appropriate:
Parents and guardians
School staff and employees
Other members of the school community

Timing of Notification
Notification shall occur as soon as practicable following confirmation, consistent with student safety, campus operations, and legal guidance.

Method of Notification
Notifications may be delivered through established District communication systems, including ParentSquare, email, automated phone or text messaging, and other appropriate channels.
Translation services shall be provided as needed to ensure accessibility for families.

Content of Notification
Notifications shall be factual and shall:
Confirm that immigration enforcement activity has been verified on or near a school site;
Include the date and approximate time of confirmation;
Provide general location information sufficient to inform families while maintaining safety;
Include information about available resources, such as counseling support and “Know Your Rights” materials.
Notifications shall not include personally identifiable information about any individual.

Protection of Student Records and Information
The District shall not release student or family information for immigration enforcement purposes unless:
Required by a valid judicial warrant, court order, or subpoena; or
Authorized by written consent of a parent, guardian, or eligible student.
The District shall not collect, maintain, or share information for the purpose of creating lists or databases based on immigration status, national origin, religion, or any other protected characteristic.

Student and Family Support
Staff shall be mindful that immigration-related topics may cause fear or anxiety among students.
Students expressing concerns related to immigration enforcement shall be referred to a site administrator, school counselor, or the District’s family advocate for support and referral to appropriate resources.
District staff shall not provide legal advice but may share information about trusted community resources and District-sponsored informational sessions.

Training and Annual Review
Site administrators and designated staff shall receive guidance on these procedures as part of safety planning and administrative training.

These procedures shall be reviewed annually and updated as part of the Comprehensive School Safety Plan review process to ensure continued compliance with state law and guidance from the California Attorney General.

This section satisfies the immigration enforcement notification requirements established by California Senate Bill 98 and aligns with Board Policy 5145.13 and applicable provisions of California Education Code.

Instructional Continuity Plan

The Coast Unified School District (CUSD) serves the communities of Cambria, San Simeon, Cayucos, and surrounding rural areas on California's Central Coast. The district includes a TK-5 elementary school, a 6-8 middle school, a comprehensive high school, and a continuation high school, with a total enrollment of approximately 490 students. The student population is diverse. CUSD prioritizes addressing the needs of all students, including socioeconomically disadvantaged students (87%) and English Learners (36%), as these populations represent a significant portion of the student body across all school sites. Recognizing changing demographics and increasing needs, the district is committed to fostering educational excellence through collaborative relationships and robust support systems. CUSD is dedicated to maintaining continuous excellent education and supports for our students during emergencies.

CUSD engaged educational partners in its Learning Continuity and Attendance Plan. Regular communications, surveys, and meetings—both general and targeted—ensured that parent, student, and staff voices are reflected in planning. During the COVID pandemic, public meetings, including those with translation services, were conducted via Zoom to ensure accessibility. Input gathered during this emergency highlighted priorities such as keeping students engaged, mitigating academic setbacks, and addressing social-emotional needs during the pandemic. This feedback guided the development of a Distance Learning Plan, which includes live, interactive instruction, robust support services, and structured schedules to maintain engagement and quality learning experiences. This Learning Continuity Plan builds upon our Distance Learning Plan, which had many successful elements related to addressing student learning during emergencies.

To address learning loss and continuity of instruction during emergencies, CUSD employs regular assessments, a one-to-one digital device program, and tailored supports for all students, including English Learners, students with disabilities, students with unique needs, and those in foster care or experiencing homelessness. Professional development for teachers and staff has been a cornerstone of the district’s response, equipping educators with tools and strategies for effective distance learning. If an emergency arises, staff will be involved in professional training allowing them to deliver instruction through digital or remote tools as necessary. The district staff is skilled in utilizing remote systems like Google Meet and Zoom, which allows instruction to be done in large or small group settings remotely. CUSD remains dedicated to fostering an inclusive and supportive environment for all students, ensuring academic success and well-being during these challenging times. We are confident that these supportive and inclusive environments can be created remotely, if needed during an emergency.

Communicating with families regularly during an emergency is essential. To ensure families stay informed, communication will be conducted through school newsletters on ParentSquare, email, and phone. These newsletters will provide families with information on how to access both academic and social/emotional support. Additionally, our family advocate through the Link will be accessible through remote communication to assist with family needs like food and health care.
Our schools will continue to provide regular meals, as possible, with safe, outdoor pickups and delivery options for these meals. Instruction will remain consistent, with teachers meeting at least four times a week with students through Zoom or Google Meet. Remote counseling will be available on a regular basis to support students' mental health needs. Furthermore, PE and the arts will be incorporated into the remote educational experience to ensure a well-rounded curriculum.
In preparation for a safe return to in-person instruction after an emergency, CUSD has enhanced campus safety through investments in hygiene infrastructure, personal protective equipment (PPE), and training. Those safety elements are still in place or will be put back in place (PPE) when necessary. The district has enough desks and classrooms to allow for significant student spacing of seating, if necessary. Additionally, air filters are still in the classrooms and would be consistently used if the emergency warrants that.

The district also introduced a "learning pod" model to support students on campus while maintaining distance learning, prioritizing vulnerable student groups for participation. Learning Pods would be put back in place if the emergency student needs indicated. Collaboration with local health agencies, bargaining units, and community partners ensures the comprehensive implementation of safety protocols and the continuity of support services, including mental health counseling and resource advocacy for families.

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on 1/14/2026 and adopted by Cambria Grammar School and the SSC on 1/14/2026 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Cambria Grammar School and the SSC will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Refer to detailed Instructional Continuity Plan on page 31

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Refer to detailed Instructional Continuity Plan on page 31

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Cambria Grammar School and the SSC will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Refer to detailed Instructional Continuity Plan on page 31

Remote Instruction

Plans for remote instruction.

As required, Cambria Grammar School and the SSC remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Refer to detailed Instructional Continuity Plan on page 31

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Refer to detailed Instructional Continuity Plan on page 31

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Refer to detailed Instructional Continuity Plan on page 31

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Cambria Grammar School and the SSC provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Refer to detailed Instructional Continuity Plan on page 31

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Refer to detailed Instructional Continuity Plan on page 31

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Refer to detailed Instructional Continuity Plan on page 31

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Refer to detailed Instructional Continuity Plan on page 31

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Refer to detailed Instructional Continuity Plan on page 31

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Refer to detailed Instructional Continuity Plan on page 31

English Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Refer to detailed Instructional Continuity Plan on page 31

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Refer to detailed Instructional Continuity Plan on page 31

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Refer to detailed Instructional Continuity Plan on page 31

Plans to provide access back-up, water and medicines in the event of an emergency.

Refer to detailed Instructional Continuity Plan on page 31

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Refer to detailed Instructional Continuity Plan on page 31

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

Refer to detailed Instructional Continuity Plan on page 31

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Refer to detailed Instructional Continuity Plan on page 31

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Cambria Grammar School and the SSC's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Cambria Grammar School and the SSC's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

The shared SSC is a group representing parents, students, staff, and community and reviews and updates the ICP during it's regularly scheduled meetings.

Medical Emergency Response

If the incident occurred in school:

Call 911.

Notify CPR/first aid certified persons in the school building of medical emergencies (names of CPR/first aid certified persons are listed in the Crisis Team Members section of the Site Emergency Response Plan).

If possible, isolate affected student/staff members.

Site Administrator notifies parent(s) or guardian(s) of affected students.

The site administration establishes communications via phone or radio and notifies the District Office/Superintendent of status/intent.

Principal designates a staff person to accompany the injured/ill person to the hospital if parents are not present. Have attendance print out the student information to take with the student.

Direct witness(es) to school psychologist/counselor. Contact parents if students are sent to a psychologist/counselor.

Determine a method of notifying students, staff, and parents.

If the incident occurred outside of school:

Activate school crisis team.

Notify staff before normal operating hours.

Determine the method of notifying students and parents. Announce the availability of counseling services for those who need assistance.

(K) Heat and AQI Guidelines

All staff are trained in dealing with heat related illness. The following guidelines are adhered to:

Heat and AQI Guidelines					
BAND	**AQI Values**	**Level of Health Concern**	**Cautionary Statements**	**Outdoor Activities, Practice, Games and Camps**	**Temperature Degrees (F)**
1	0-100	Good/Moderate	Unusually sensitive people should Consider reducing prolonged or heavy exertion outdoors	1) Frequent hydration whenever needed 2) Frequent shade breaks	below 100
2	101-150	Unhealthy for sensitive groups	Active children and people with lung disease, such as asthma, should reduce prolonged or heavy exertion outdoors	1) Reduced/modified physical activity outdoors/practice after 2:00 PM. 2) Frequent Hydration 3) Frequent shade breaks	below 100
3	151-200	Unhealthy	Active children and people with lung disease, such as asthma, should reduce prolonged or heavy exertion outdoors. Everyone else, especially children should reduce prolonged or heavy exertion outdoors	1) No practice/outdoor activity after 2:00 PM. 2) PE classrooms operate indoors after 12:00 PM 3) Sensitive students are excused from required outdoor/PE activity and are to remain indoors 4) Frequent hydration whenever needed	100 to 104
4	201-500	Very Unhealthy/ Hazardous (AQI 301+)	Active children and people with lung disease, such as asthma, should reduce prolonged or heavy exertion outdoors. Everyone else, especially children should reduce prolonged or heavy exertion outdoors	1) ASSP/School outdoor practice events cancelled 2) PE classrooms operate indoors 3) Sensitive students are excused from required outdoor/PE activity and are to remain indoors 4) Rainy day/inclement schedule activated. AM Recess permitted and outdoor activities until 11:00 AM 5) Frequent hydration whenever needed	105 and over

1. AQI is determined by the EPA for Cambria, California.
2. Temperature is determined by the National Weather Service forecast for Cambria, California.
3. AQI/Heat alerts for bands 2-4 are sent to the following:
   Administration, Site Clerical, Health Aide, MOT and Nutrition Services

Safety Plan Review, Evaluation and Amendment Procedures

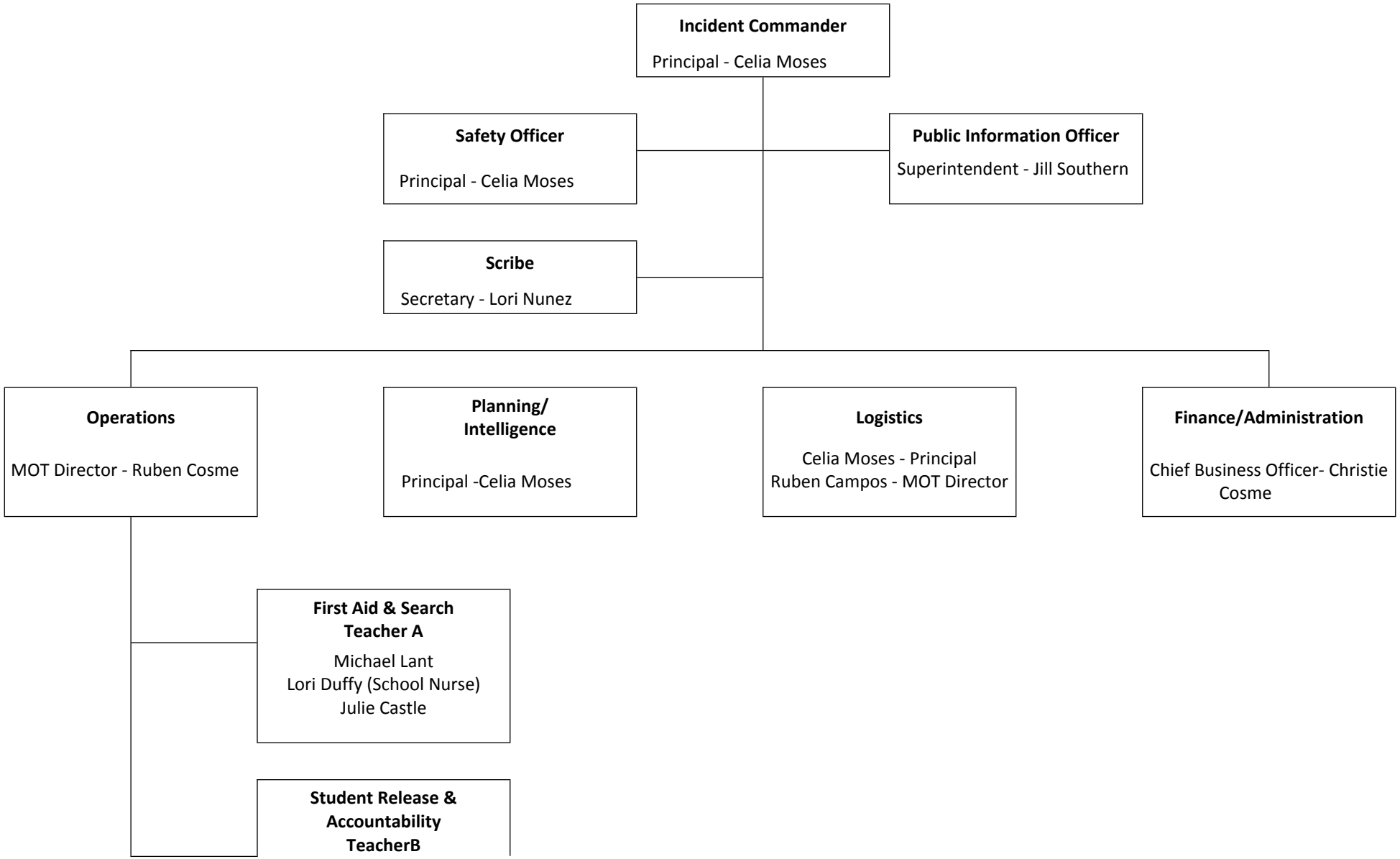
The safety plan is reviewed annually (at a minimum) with school staff, partners in law enforcement, County Mental Health, and parent educational partner groups. Data is analyzed and improvements/amendments are suggested and added as part of the plan. Safety Plans are approved by the Coast Unified School District Board of Trustees.

Safety Plan Appendices

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)
Safety Plans are submitted in January to the Director of M.O.T. who keeps the documentation. Additional copies are available for review at the school office and the district office.	January of the current year.	Documentation located with director of M.O.T.
A law enforcement agency was consulted with in the writing and development of the original Comprehensive School Safety Plan.	January of the current year.	Local law enforcement agency
Plan is written and developed by a school site council (SSC) or a safety planning committee.	January of the current year.	School Site Council Committee
The CSSP is communicated to the public during parent meetings at Back to School Night.	Beginning of the school year	School Administration
School Safety Committee/Planning Committee identifies areas of need/focus for the year.	January of the current year.	
School Safety Committee/Planning Committee reviews and addresses, as needed, the school's procedures for complying with existing laws related to school safety.	January of the current year.	
Drop Procedure Drills/Earthquake Drills (to be held once each quarter in elementary and once each semester in secondary schools). At least one lockdown / shelter in place drill is observed by sheriff's department / law enforcement. At least one fire drill is observed by Cambria Fire Department or other local fire department.	Monthly or more frequent drills are held at Cambria Grammar School. These include a mix of evacuation, fire, earthquake, and shelter in place drills.	

Cambria Grammar School and the SSC Incident Command System



	Marissa Helfand / Toni Mertens Megan Dedic Richard Mendoza

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 Commander (IC) at the school site and the Emergency Operations Center (EOC) Director at the district level. The IC, usually the school principal, divides up tasks and delegates responsibilities to the site staff members. Staff has received initial training that is followed up by regular emergency drills, along with additional training, as needed. The IC will follow up on the decisions made and closely monitor the progress of the incident to its conclusions and beyond. During the incident, the District provides the necessary resources and support to help bring the situation to an expedient resolution.

California Government Code Section 3100 declares that in the event of a local or state emergency or federal disaster declaration, public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by superiors or law. Staff members are assigned specific responsibilities that help to facilitate a well-structured resolution to the emergency situation.

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.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
* Fire (Evacuation or not)
* Earthquake (Evacuation or not)
* Lockdown
* Shelter in Place

Step Two: Identify the Level of Emergency
The severity of the emergency is determined by administration

Step Three: Determine the Immediate Response Action
The appropriate procedural steps are determined

Step Four: Communicate the Appropriate Response Action
The response is communicated through:
*Schoolwide intercom system (for immediate communication)
*Parent Square communication system (site or districtwide communication as well as community/stakeholder communication)

Administrative discretion is used in communication

Emergency Evacuation Map