

SCHOOL	Citrus Elementary School
SCHOOL YEAR	2026-2027
PRINCIPAL	Mrs. Nancy Sherod

In compliance with State law and Board policy, stakeholders at our school engaged in a systematic planning process for the purpose of reviewing and updating our comprehensive school safety plan. This process included gathering and analyzing crime and safety data to develop reasonable safety goals relevant to the needs and resources of our campus. This Executive Summary details the two data-driven safety goals that resulted from our planning process. The entire plan can be viewed by making an appointment with the Principal.

Goal 1:

Collaborate with noon supervisors, teachers and administrators to reduce injury and use of force incidents by 10% each month. This goal focuses on creating a safer environment by strategically assigning additional staff to high-risk areas such as playgrounds and hallways to improve supervision and prevent incidents. Additionally, we will implement school wide conflict resolution training for all students, with an emphasis on safe play and non-physical strategies to resolve disputes. By equipping students with the skills to manage conflicts peacefully and ensuring appropriate staffing in critical areas, we aim to reduce injuries and foster a culture of safety and respect across the school.

Goal 2:

By collaborating with the School Safety Team, Citrus Elementary will strengthen its emergency preparedness by maintaining an up-to-date inventory of emergency supplies and refining evacuation, lockdown, and emergency response protocols. Through regular review, training, and communication, we will ensure that all staff are prepared to respond effectively during emergencies, creating a safer and more supportive environment for all students, staff, and families.

FOR ADMINISTRATIVE USE ONLY

Procedure for Comprehensive Safe School Plans	Policy # 0450
Plan adopted by school site on:	
Plan approved by district or governing board on:	
Plan shared with LE and FD on:	

Safety is a Process

The Law:

California Ed Codes 32280-32289.5, require every school in a district with more than 2501 average daily attendance to develop and maintain plans designed to address campus risks. The law also requires designated stakeholders at each school, along with local law enforcement, fire department, and other first responder agencies, to annually engage in a systematic planning process for the purpose of developing strategies to prevent and respond to potential incidents involving crimes and violence on campus.

The Template

This template was created by the Campus Safety Group on behalf of the Los Angeles County Office of Education, the California Department of Education, and the California Department of Justice.

Planning Due Dates

There are two mandatory due dates in Education Code:

- March 1 - The School must have “adopted” their school safety plan by March 1, and have forwarded it to the District for “approval.”
- October 15 – The District must approve the school’s plan by October 15. The District is required to report to CDE any individual schools that do not have approved plans by October 15. Non-compliance must be indicated on that school’s SARC.

Planning Timeline

Schools should create a timeline to ensure compliance with the March 1 adoption date. An example of a compliance timeline:

- September/October
 - Step 1 - Identify collaborative comprehensive safe school planning committee.
 - Step 2 - Create a vision of school as a safe place to learn.
 - Step 3 - Gather and assess school-related crime and safety data.
- November/December
 - Step 4 – Identify data-driven areas for desired change.
 - Step 5 – Select and implement strategies for a safe and orderly environment.
- January/February
 - Step 6 – Share and then adopt the plan. Forward the adopted plan to the district.
- March/June
 - Step 7 – Implement the plan by achieving your data-driven safety goals.

COMPREHENSIVE SCHOOL SAFETY PLAN – EXECUTIVE SUMMARY

School Name	Citrus Elementary School
Principal	Mrs. Nancy Sherod
School year Plan is for the upcoming school year	2026-2027

Our school engaged in the systematic planning process recommended in the law:

Step One We Identified our safety committee

Step Two We created a vision of a school as a safe place to learn.

- Our Mission Statement and existing safety practices.

Step Three We gathered and assessed school related crime and safety data.

- Specific data known to have an impact on campus safety.

Step Four We identified areas of desired change.

- Data-driven analysis towards improvement.

Step Five We developed strategies to maintain a safe and orderly environment.

- Two data-driven safety goals that are meaningful to our unique campus circumstances and achievable through existing resources.

Step Six We shared and adopted the plan.

- A public meeting was held with invitations extended to campus and community stakeholders.

Step Seven We will continue to evaluate and revise the plan

Step 1 – Identify the committee

Ed Codes 32280 & 32281 “In cooperation with local law enforcement, fire department, and other first responder agencies.” “The schoolsite council...shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.”

Name		Agency
Local Law Enforcement	Captain Teague	Upland PD
Local Fire Department	Dave Davis	County Fire
American Red Cross contact (if any)		
Schoolsite Council / Safety Planning Committee Members		
Name		Title
Mrs. Nancy Sherod		Principal
Mr. Cody Castro		Certificated
Ms. Cynthia Flores		Classified
Mr. Callahan Page		Parent
		Student (If applicable)
Ms. Isabel Naranjo		Medical Team Leader
Mr. Tim Torres		S&R Team Leader
Mrs. Rebecca Moore		Reunification Team Leader
Mr. Oscar Oyama		Command Center
Ms. Vanessa Romero		Field Supervision
Mr. James Heling		Daytime Custodian

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

School Mission Statement

Our mission is to create a safe, positive and collaborative community school dedicated to preparing every student for success through high learning expectations. fostering respect, responsibility and organizational skills.

About our school, a safe place to learn

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

Citrus Elementary School in the city of Upland serves approximately 450 students. The school is dedicated to being prepared and proactive in ensuring the safety and well-being of its students. In alignment with California Education Code requirements, Citrus conducts regular fire, earthquake, shelter in place and lockdown drills to maintain preparedness and safety.

The campus is supervised by nine dedicated noon duty supervisors during school arrival, recess, and lunchtime, ensuring students are consistently supported in a secure environment. Citrus Elementary maintains a closed-campus policy to provide a safe and controlled atmosphere.

The school fosters a positive and inclusive culture through the implementation of the Positive Behavioral Interventions and Supports (PBIS) program, which emphasizes proactive strategies, respect, responsibility, organization and safety. Additionally, Citrus offers a robust anti-bullying prevention program and provides school and behavior counseling support services to meet the diverse needs of its students.

To enhance its safety measures, Citrus Elementary partners with local law enforcement for coordinated emergency responses. The school values strong parent involvement and encourages volunteerism, building a collaborative and supportive community that contributes to the success and safety of all students.

Safety Team's Safe School Vision

At Citrus, a campus is a shared community where students, staff and families feel protected, respected, and supported; where expectations are clear, communication is open, and every stakeholder works together to ensure a secure, positive learning environment.

Step Three – Gather & assess school crime and safety data

3.1 - Safety Policies and Procedures

Ed Code 32282 establishes a list of required and recommended safety policies and procedures that must be included in the safety planning process. Create a hyperlink (in the blue box) to the policies or attach a current PDF version of applicable policies and procedures to this plan.

Remember, you can include other safety practices in your planning process that may not be mentioned in the law.

Required Safety Policies/Procedures		
Policy/Procedure	BP/AR	
Child Abuse Reporting	BP	AR
Disaster Response Procedures	BP	AR
Suspension & Expulsion Policies	BP	AR
Procedure to notify teachers of dangerous pupils	BP	AR
Anti-Discrimination/Harassment Policy	BP	AR
Anti-Bullying Policy	BP	AR
School Dress Code re “anti-gang” apparel	BP	AR
Procedure for safe ingress/egress	BP	AR
Rules for school discipline	BP	AR
Procedures to assess/respond to reports or threats of dangerous, violent, or unlawful activity.	BP	AR
Tactical response procedure	BP	AR
Opioid overdose procedure (Does not apply to TK - 6th Grade)	BP	AR
Procedure for sudden cardiac arrest or similar life-threatening emergency	BP	AR
Other Safety Policies/Procedures		
Haz-Mat within ¼ mile of campus	BP	AR
Lockdown procedure	Emergency Preparedness Plan	
Building evacuation plan		
Campus evacuation plan		
Bomb threat	BP	AR
Visitors on campus	BP	AR
Anti-sex abuse/trafficking procedures	BP	AR AR
Guidelines for mental health and law enforcement contacts at school	BP	BP
Procedures to address the mental health of students who have witnessed a violent act on campus, going to or headed from school, or at any other school-related event.	BP	AR
Professional Boundaries: Professional Standards	BP , BP , BP	
Professional Boundaries: Appropriate Adult-Student Relationships	BP , BP , BP	

Section 3.2 – Step Three: Task Log

Red numbers indicate the task is for the principal or designee. Remember, this is a stake-holder based planning process, use your team!

Task #	Primary Person Tasked
3.3 Crime assessment	Mr. Oscar Oyama
3.4 Tactical response (Plan handled at District Level; Lockdown and evacuation procedures are school's responses).	Mr. Oscar Oyama
3.5 Lockdown procedure	Mr. Oscar Oyama
3.6 Disaster plan, incident commander	Mrs Nancy Sherod
3.7 Disaster plan, general	Mr. Oscar Oyama
3.8 Disaster plan, medical team	Ms. Isabel Naranjo
3.9 Disaster plan, search & rescue	Mr. Tim Torres
3.10 Disaster plan, reunification	Mrs. Rebecca Moore
3.11 Anti-Bullying	Mrs. Nancy Sherod
3.12 Expulsion/Suspension/Discipline	Mrs. Nancy Sherod
3.13 Notify teachers of dangerous pupils	Mrs. Nancy Sherod
3.14 Pesticide & harmful materials plan	Mr. James Heling
3.15 Visitors on campus	Mrs. Daisy Davis
3.16 Safe ingress/egress	Mr. Oscar Oyama
3.17 Anti-Harassment procedure	Mrs. Nancy Sherod
3.18 Dress code, gang related apparel	Mrs. Nancy Sherod
3.19 Child abuse reporting procedures	Mrs. Nancy Sherod
3.20 Assess/respond to dangerous, violent, unlawful acts	Mr. Oscar Oyama
3.21 Opioid overdose procedure (Grades 7-12 only)	
3.22 Sudden cardiac arrest or other life emergency	Mrs. Isabel Naranjo
3.23 Existing resources	Mrs. Nancy Sherod

3.3 – Assessment of Campus Crime

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

Assessment performed by	Date
The listed name must be the person who does the assessment.	
Mr. Oscar Oyama	12/8/25

The purpose of this assessment is to assure the school is aware of criminal behavior or dangerous trends occurring on campus or at school-related functions. Consult with local law enforcement to be certain all relevant information is gathered.

These numbers are from the previous school year and will come from your local law enforcement agency as well as crimes that might not have been reported to the police such as significant vandalism or reported thefts. Internal data sources include work orders and insurance claims.

Type of crime

Avoid using code sections. For example, enter "vandalism" instead of 594 PC.

TYPE	NUMBER
Traffic Stop	7
Extra Patrol	6
Citizen Contact	6
Patrol Request	5
Area Check	5
Illegal Fireworks	5
CPS Referrals	3
Safety Check	3
Hazardous Situation	3
Suspicious Subject	3
Other	2

Assets/Suggested action plan(s):

A brief statement to highlight assets and/or areas of desired change.

Assets	Citrus Elementary maintains safe and secure entry and exit procedures to ensure students remain on campus and all visitors check in through the main office.
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Actions	We are committed to further developing our community partnerships and expanding parent involvement as essential components in maintaining a safe campus and supporting a safe, connected community.
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3.4 – Tactical Response Plan

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

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by The listed name must be the person who does the assessment.	Date
Mr. Oscar Oyama	12/8/25

The purpose of this assessment is to ensure that the campus has a “Tactical Response Plan” for dangerous criminal incidents occurring on campus, including incidents involving firearms, and that those plans support first responder efforts.

Does your local law enforcement agency have a “tactical response” plan for your school? Most modern first responder agencies do have tactical response plans in place for schools within their jurisdiction. If you do not know, it is your job to make sure.	Yes
Does your school have a plan for responding to dangerous criminal events on campus, including events involving firearms? Generally, such plans involve preparing for, initiating, maintaining, ending, and recovering from a lock down or rapid evacuation. If you do not have this plan, skip the next question and add “Develop a Tactical Response Plan” as a suggested action plan.	Yes
Is your school plan coordinated with the law enforcement plan? The purpose of this assessment is to facilitate continual communications between the school and local first responder agencies. DON'T accept a District level “we’re working with local law enforcement” statement. It’s your job ensure the school’s efforts are coordinated with responder efforts.	Yes
If active shooter drills are conducted, are they performed in accordance with EC32282(K) trauma based approach?	UUSD does not conduct armed assailant drills

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	The tactical response plan for schools employing the run/hide/fight protocol prioritizes swift action and decisive decision-making in the face of an active threat. In the event of an emergency, individuals are instructed to assess their surroundings and, if safe to do so, evacuate the premises (run). If evacuation is not possible, individuals should seek refuge in a secure location, locking doors and barricading entry points (hide). As a last resort, if confronted directly by the threat and unable to escape or hide, individuals are empowered to defend themselves using any available means (fight). Our school coordinates with Upland PD to provide training in the tactical response plan once a year. Teachers deliver this information to students in an age-appropriate manner. In addition, school resource officers deliver an in-person training to all students at the secondary level once per year. All schools utilize a threat assessment process for any threat made to persons or property. The threat assessment team consists of consultation with, at minimum, administration, a school mental health professional and law enforcement.
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	Actions	We can strengthen the onboarding of new personnel and office staff by providing training on our assessment protocol and ensuring it is easily accessible through our centralized digital resource hub.
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3.5 – Lockdown Plan

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

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by The listed name must be the person who does the assessment.	Date
Mr. Oscar Oyama	3/8/2025

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

Does the school have a lock down procedure? If no, add "create procedure" as a suggested action plan. If yes, review the procedure and proceed to the next questions.	Yes
Does the procedure include redundant announcements? Redundant announcements refer to multiple ways of signaling a lockdown, such as bells, PA systems, flashing lights and any other means of campus mass communications. If the answer is no, suggest adding redundant announcements as an action plan.	Yes
Does the procedure include documentation/review of drills/events? Dates/times of drills must be documented. A drill review would include information from staff, visitors, and when age-appropriate, from students. Include information related to how effective the drill was. If the answer is no, suggest adding an after-drill review.	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Citrus Elementary has established comprehensive lockdown protocols, and all staff members have been trained to implement them effectively during an emergency.
Actions	Continued refinement of our lockdown procedures will further improve campus preparedness and ensure consistent, effective responses during emergency situations.

3.6 Disaster Plan – Incident Commander

This form to be completed by the school principal or designated Incident Commander

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs, including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by The listed name must be the person who does the assessment.	Date
Mrs. Nancy Sherod	12/8/2025

The purpose of this assessment to ensure the Campus Incident Commander (IC) has the requisite training and supplies to manage the school during a disaster or other unusual occurrence requiring an Incident Command Post.

Do the IC & alternate IC have NIMS/SEMS training? This includes ICS 100 & NIMS 700. You can check training requirements here . If no, add training as a suggested action plan.	No
Is there a list of IC forms & supplies? If no, add "create a list" as a suggested action plan.	No
Are all required forms & supplies in place and serviceable? If no, add "update forms & supplies" to suggested action plans.	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	The Incident Commander safeguards students and staff by overseeing coordinated emergency responses, ensuring effective communication across all operational teams, and promoting continuous readiness through systematic drills and professional training.
Actions	Citrus will continue to schedule monthly emergency drills to ensure students, teachers, and staff consistently practice safe ingress and egress procedures. Additionally, the safety committee will continue to meet at least once per month to review training, assess needs, and ensure necessary supplies are in place.

3.7 Disaster Plan – General

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by	Date
The listed name must be the person who does the assessment.	
Mr. Oscar Oyama	12/8/2025

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

Is there a disaster procedure in compliance with state law? See Ed Code 32282(a)(3)(A) procedures for services when school is disrupted due to an emergency, including an Instruction Continuity Plan (ICP)?	Yes
Is there an campus evacuation procedure identifying refuge shelters for students and staff? If no, add as a suggested action plan. If yes, when was it last updated?	Yes
Is the campus in a “high fire hazard severity zone?” If yes, is there an identified refuge shelter and communications plan in the event of an early evacuation warning?	No
Is there a map showing the location of gas and water shut off valves, fire sprinkler shut off valves, and electrical panels? If no, add "create maps" as a suggested action plan. If yes, when was it last updated?	Yes
Is there a list of classroom disaster supplies? If no, add “create a list of classroom disaster supplies” as a suggested action plan. If yes, answer the next questions.	Yes
Are classroom supplies in place and serviceable? If no, add "update supplies" as a suggested action plan.	Yes
Is there a procedure to routinely check for non-structural dangers? Non-structural dangers include, but are not limited to, heavy objects in high places, untethered bookcases/shelving, and situations presenting otherwise avoidable injuries.	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

Assets	Click for Instructional Continuity Plan Citrus Elementary conducts earthquake drills in accordance with all applicable state laws and regulatory requirements.
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Actions	The replenishment of classroom disaster supply inventories has been identified as a need and will be formally addressed in the school's action plan for the safety committee.
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3.8 - Disaster Plan – Medical Team

This form should be completed by the school Medical Unit Leader. If no such position exists, consider the school nurse or other person who would be assigned to the Medical Unit in a disaster.

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by The listed name must be the person who does the assessment.	Date
Mrs. Isabel Naranjo	12/8/2025

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

Is there a written disaster procedure for the campus medical team? If no, add "prepare written medical team procedure" as suggested in the action plan. If yes, go to the next question.	Yes
Are there training requirements in the procedure? If no, add "training requirements" to the suggested action plans. If yes, go to the next question	Yes
Are medical team members trained in the procedure? If no, add "training" to suggested action plans.	No
Is there a list of medical team forms and supplies? If no, add "create a list of medical team forms and supplies" as a suggested action plan. If yes, go to the next question.	Yes
Are all forms and supplies in place and serviceable? If no, add "obtain required forms and supplies" as a suggested action plan.	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Pursuant to Ed Code 32282 "a comprehensive school safety plan, and the school safety plan of a charter school, for a school serving pupils in any of grades 7 to 12, inclusive, to include the development of a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose." UUSD Board Policy states any trained District staff member shall make naloxone hydrochloride or another opioid antagonist available for emergency decimal aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3) Superintendent or designee shall train and distribute Narcan Kits to District staff and replace them if used or expired.
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		The following individuals are trained: For the district: Campus safety, health techs, administrators as of 2022/2023.
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	Actions	Administrators and safety team members work jointly to establish training requirements, provide onboarding for new team members, and maintain up-to-date forms, inventories, and safety supplies.
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3.9 – Disaster Plan – Search and Rescue

This form should be completed by the school Search & Rescue Team Leader. If no such position exists, consider a person who would be assigned to the Search & Rescue Unit in a disaster. Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by	Date
The listed name must be the person who does the assessment.	
Mr. Tim Torres	12/8/2025

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

Are there written procedures for the S&R unit? If no, add, "create search & rescue procedures" as a suggested action plan. If yes, answer the next question.	Yes
Are there training recommendations? If no, add "create training recommendations" to the suggested action plans. If yes, answer the next question.	Yes
Are S&R team members trained? If no, add "obtain training" to the suggested action plans.	Yes
Is there a list of S&R forms & supplies? If no, add "create a list" to the suggested action plans. If yes, answer the next questions.	Yes
Are forms and supplies in place and serviceable? If no, add "search & rescue supplies" to the suggested action plans.	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	At Citrus, comprehensive search and rescue procedures are in place to ensure an organized and effective response during emergency situations.
Actions	To establish an effective Search and Rescue team, consider the following key actions: 1. Develop training recommendations 2. Provide training for SAR team members 3. Create a comprehensive list of SAR forms and supplies 4. Procure and maintain forms and supplies.

3.10 Disaster Plan – Reunification Team

This form should be completed by the school Reunification Team Leader. If no such position exists, consider a person who would be assigned to the Reunification Unit in a disaster. Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by The listed name must be the person who does the assessment.	Date
Mrs. Rebecca Moore	12/8/2025

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

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

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Citrus Elementary has established procedures to guide the operations of the Disaster Reunification Team.
Actions	Training for newly hired staff and representatives from partnering agencies should be systematically calendared to ensure consistent preparedness.

3.11 Anti-Bullying Procedure

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

Assessment performed by The listed name must be the person who does the assessment.	Date
Mrs. Nancy Sherod	12/8/2025

The purpose of this assessment is to assure all staff have met minimum training requirements and to look for trends. Prior to this assessment, review school and school district policy on bullying. Also, when was the last time the school/school district performed a bullying survey? Is it time for a new one?

Is staff sufficiently trained in recognizing/responding to bullying? If "no," suggest training as an action plan.	Yes
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Compare the numbers for the previous three years of bullying reports.

Identify trends and consider action plans designed to promote what is working or where improvements can be made

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Bullying-prevention training for staff is provided through the Alludo (Connect U) professional learning platform at the start of every school year or when a new person is hired.
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Actions	To ensure consistency in identifying and addressing bullying, we can improve training for new staff on our protocols. Make the protocol more accessible through our centralized digital resource (Staff Guides and Resources), we can ensure that all staff members have a clear understanding of how to assess, document, and respond to bullying incidents effectively.
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3.12 Procedures for Expulsion, Suspension, and School Discipline

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

Assessment performed by The listed name must be the person who does the assessment	Date
Mrs. Nancy Sherod	12/8/2025

Review the numbers/reasons for the previous two years of expulsions.

No expulsions previous 2 years

Review the numbers/reasons for the previous two years of suspensions.

2023-2024: 13 suspensions; Phys. Inj. (9), Harassment (3), Obscenity (1)

2024-2025: 13 suspensions; Use of For. (6), Haras. (3), Phys Inj. (2), Other 2

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

2023-2024: Phy. Injury, obscenity, defiance, use of force, harassment, vandalism, bullying

2024-2025: Use of force, obscenity, phys. Injury, bullying, harassment, defiance, vaping, vandalism, threats, imitation firearm

Do any of these comparisons suggest a trend?

If so, assess what you are doing well or what the challenges are and consider an action plan(s) to promote what is working or address the challenges.

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	• Strong Preventative Measures • Consistent PBIS Implementation • Positive Family and Community Engagement: The recent Kelvin survey results (94% favorable for teaching & learning, 92% for communication & service) suggest that families feel informed and involved, which contributes to a positive school culture. • Incorporating the Wellness Center to help students become better citizens by providing emotional support individually or in small groups
Actions	1. High Office Referral Numbers: 2. PBIS Implementation Strengthening 3. Targeted Behavior Interventions via tier 3 supports

Section 3.13 – Procedure to Notify Teachers of Dangerous Students

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

Assessment performed by The listed name must be the person who does the assessment.	Date
Mrs. Nancy Sherod	12/8/2025

Teacher must be informed of each pupil that has been suspended and/or arrested for any violation of Ed Code 48900 - 48900.7, except H - Tobacco, based on any records that the district maintains.

Is your school compliant with the law? If these notifications are not happening it is likely that the “fix” needs to come from a level above the school. If you are not making these notifications you should be specific that the District office has been made aware of the matter.	Yes
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Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	SOP 13, which details the required procedures for the Annual Notification of Teachers on Education Code Violations, is formally reviewed with all teaching staff at the outset of each school year to ensure awareness and compliance.
Actions	A mid-year review is conducted to clarify legal requirements and communicate any new updates, ensuring staff remain informed and compliant throughout the year.

Section 3.14 – Procedures for Pesticide or Other Harmful Material Spill

All related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act.

Assessment performed by The listed name must be the person who does the assessment.	Date
Mr. James Heling	12/8/2025

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

Is there a potential pesticide or harmful material concern within ¼ mile of the school? This information should be provided by the local fire department. Response procedures generally follow evacuation plans or shelter in place plans.	No
Does the school have a shelter in place procedure? Shelter in place is similar to, but different than a lockdown. You can read about shelter in place here. If you do not have a shelter in place procedure, include creating one as a suggested action plan item. If you do have a procedure, answer the following questions.	Yes
Are staff aware of shelter in place and evacuation plans? This requires a simple survey of staff asking if they are aware of the plan?	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	There are no known hazardous facilities within ¼ mile of Citrus Elementary. While risk is low, the school maintains clear shelter-in-place procedures—securing rooms, closing ventilation, and keeping students safely indoors if any airborne hazard is detected.
Actions	To enhance campus readiness, Citrus will incorporate scenario-based elements into scheduled drills so that staff and students can practice responding to a variety of situations that may occur during a shelter-in-place.

Section 3.15 – Procedures for Visitors on Campus

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act.

Assessment performed by The listed name must be the person who does the assessment. This can be a group project.	Date
Mrs. Daisy Davis	12/8/2025

Are there written guidelines for visitors on campus? If no, add “prepare written guidelines for visitors on campus” to action plans.	Yes
Is there sufficient signage guiding visitors? Best practice is to have multilingual signs directing visitors to check in location(s). Additionally, signage should be clear that failing to check in could result in law enforcement being called.	Yes
Are staff and students (age appropriate) trained how to report unidentified visitors on campus? Best practice is to establish a “culture of compliance” related to visitors. Staff and students should instinctively know how to direct or report unidentified visitors	Yes
Conduct a survey Pick a random week and survey the campus to determine if any visitors are on campus that did not follow the procedure. You can use other safety committee members to assist you.	

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Citrus employs the Raptor visitor management system in the front office to ensure all guests are properly screened and checked in prior to entering the campus, supporting a safe and secure school environment.
Actions	To maintain consistent campus security, Citrus will ensure the system is utilized without exception, including during periods when the front office is staffed by substitute personnel.

Section 3.16 – Plan for Safe Ingress and Egress

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act.

Assessment performed by: Mr Oyama (AP) The listed name must be the person who does the assessment. This can be a group project.	Date
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An ingress/egress plan is generally a map of the school, created in cooperation with law enforcement, fire department, and neighbors, designating “routine” arrival and departure points as well as emergency departure paths (showing both building evacuation paths, campus evacuation paths, as well as assembly areas.) Although it is not always possible, the ideal arrival plan limits points of access to only those areas that can be monitored by staff and/or cameras that are monitored by staff. An emergency egress plan must take into consideration how locked gates might be opened during an emergency.

Does the school have a written ingress/egress plan? If no, add “create ingress/egress plan” to the suggested action plans.	Yes
Does the school have a plan to ensure exterior gates and doors are locked during school hours? The plan should go beyond requiring gates doors to be locked to include some sort of daily check.	Yes
Is there a plan to ensure designated gates can be unlocked to facilitate emergency egress? Check for redundancy in opening locked gates. What if the primary “key holder” was not available?	Yes
Is there sufficient signage directing visitors? If no, add “consider exterior/interior signage” to suggested action plans.	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	SB 323 (ii) the evaluation of the comprehensive school safety plan... shall include ensuring that the plan includes appropriate adaptation for pupils with disabilities, so that all students have the ability to access disaster safety procedures described in the comprehensive school safety plan.
Actions	Citrus will continue to ensure that all ingress and egress procedures include appropriate accessibility for students with disabilities. This consideration will remain an ongoing discussion item for the Safety Team and School Site Council.

3.17 Anti-Harassment Procedure

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

Assessment performed by	Date
The listed name must be the person who does the assessment.	
Mrs. Nancy Sherod	12/8/2025

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

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Training is delivered via the Alludo (Connect U) platform at the start of each school year, with additional access provided to all newly hired employees as part of their onboarding.
Actions	To improve consistency and staff preparedness, Citrus will enhance onboarding for new personnel and office staff by expanding training on the assessment protocol and ensuring the accompanying guide is clearly accessible through our centralized digital resource platform (Staff Guides and Resources).

Section 3.18 – Dress Code – “Gang Related Apparel”

Assessment performed by The listed name must be the person who does the assessment.	Date
Mrs. Nancy Sherod	12/8/2025

Review the current policy, specific to “gang-related apparel.” If the policy does not address gang-related apparel, disregard this assessment. If it does, continue.
Conduct a survey Pick random times during a week and walk the campus, specifically looking for violations of this policy. You can ask other safety team members to assist you with this survey.

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Within our PBIS ROAR (<u>R</u> esponsible, <u>O</u> rganized, <u>A</u> lways Safe, <u>R</u> espectful) framework, students are reminded that being safe and respectful includes wearing clothing that is both school-appropriate and aligned with established safety expectations.
Actions	Citrus will continue to reinforce schoolwide expectations and complete an annual review of the parent handbook to ensure families are consistently informed of current policies and procedures.

3.19 – Child Abuse Reporting Procedure

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

Assessment performed by The listed name must be the person who does the assessment.	Date
Mrs. Nancy Sherod	12/8/2025

Review your policy, specific to mandatory training.

Are all staff members current in required training? This information should be available through Human Resources. If “no” add an action plan to have all staff current on this training.	Yes
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Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	All staff members at Citrus Elementary have fulfilled the requirement to complete the Child Abuse Reporting Procedure training provided through the Alludo (Connect U) platform.
Actions	To support continued staff understanding and compliance, Citrus will provide follow-up training that includes dedicated Q&A time during staff meetings, allowing employees to raise questions and receive clarification as needed.

3.20 – Assess threats of, or respond to dangerous, violent, unlawful acts on campus

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

Assessment performed by The listed name must be the person who does the assessment.	Date
Mr. Oscar Oyama	12/8/2025

Review your procedure (if any) and answer the listed questions

Is there a written procedure for assessing threats of, or responding to dangerous, violent, or unlawful acts on campus, as well as reporting a threat or perceived threat that a pupil is preparing to commit a homicidal act at a school or school related function to law enforcement? If the answer is no, add "consider preparing written procedures in the "Actions" box and disregard the next questions. If the answer is yes, continue:	Yes
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Is staff trained in the procedure?	No
If the procedure includes specific forms or equipment are the forms and equipment in place in good working order.	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Citrus currently uses district-approved student threat assessment tools for situations involving self-harm statements or threats directed at others. However, the school does not yet have a comprehensive, schoolwide written procedure for assessing or responding to all dangers, violent, or unlawful acts on campus as required in section 3.20.
Actions	Citrus will work with district safety personnel to expand current practices into a full threat response protocol that includes staff straining, documentation procedures, and reporting requirements to law enforcement.

3.21 – Procedure to respond to opioid overdose. (Grades 7-12 only)

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

Assessment performed by The listed name must be the person who does the assessment.	Date
Mrs. Isabel Naranjo (Health Tech)	12/8/2025

Review your procedure (if any) and answer the listed questions

Is there a written procedure for responding to an opioid overdose on campus? If the answer is no, add “consider preparing written procedures in the “Actions” box and disregard the next questions. If the answer is yes, continue:	Yes
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Are key staff trained in the procedure?	Yes
If the procedure includes specific forms or equipment are the forms and equipment in place in good working order.	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	UUSD Board Policy states any trained District staff member shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3) Superintendent or designee shall train and distribute Narcan Kits to District staff and replace them if used or expired. The following individuals are trained: - For the district: Campus safety, health techs, administrators as of 2022/2023. Indicate specific staff for your site: - Naloxone is present on campus at (state location and quantity).
Actions	Citrus will continue to maintain vigilance regarding opioid-related concerns and will promptly notify the appropriate district officials should an opioid overdose occur on campus.

3.22 Procedure to respond to sudden cardiac arrest or life-threatening medical emergency

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

Assessment performed by The listed name must be the person who does the assessment.	Date
Mrs. Isabel Naranjo (Health Tech)	12/8/2025

Review your procedure (if any) and answer the listed questions

Is there a written procedure for responding to a sudden cardiac arrest or life-threatening medical emergency? If the answer is no, add "consider preparing written procedures in the "Actions" box and disregard the next questions. If the answer is yes, continue:	Yes
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Are key staff trained in the procedure?	Yes
If the procedure includes specific forms or equipment are the forms and equipment in place in good working order.	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Citrus Elementary has procedures in place to ensure a rapid and effective response to sudden cardiac arrest or any life-threatening medical emergency. Staff are trained to contact emergency services immediately, administer first aid or use the AED when appropriate, and support communication until emergency responders arrive.
Actions	Citrus will continue to provide ongoing AED training through district nurses for new office personnel and for individuals from external agencies working on campus to ensure consistent readiness.

3.23 - US Immigration and Customs Enforcement on School Grounds

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

Assessment performed by	Date
The listed name must be the person who does the assessment. Mrs. Nancy Sherod	12/8/2025

Review your procedure (if any) and answer the listed questions

Is there a written procedure for US Immigration and Customs Enforcement on School Grounds? If the answer is no, add "procedure(s) pending" in the "Actions" box and disregard the next questions. If the answer is yes, continue:	Yes
Are key staff trained in the procedure?	No
If the procedure includes specific forms or equipment are the forms and equipment in place in good working order.	No

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	BP 5145.13 and AR 1445 clearly outline written procedures for compliance with this law.
Actions	School administrators are trained to respond appropriately to customs and immigration officers who may arrive on campus; however, front office staff also need to be trained, as they are the first point of contact for campus visitors.

Section 3.24 – Existing Resources

Assessment performed by: Mrs Nancy Sherod The listed name must be the person who does the assessment. This can be a group project.	Date
Mrs. Nancy Sherod	12/8/2025

The law requires safety goals that are specific to the “needs and resources” of that school. This form helps stakeholders accomplish this expectation by establishing a realistic understanding of resources before goals are developed.

Keep in mind “resources” include, but are not limited to funding, volunteerism, and technical support. One of your goals may be to ask parent groups and other partners to set aside funds to accomplish goals. Another goal might be to establish a list of volunteers, including volunteers with specific skill sets, and partners that might be able to furnish the supplies or non-monetary resources. Use a second or third form if needed.

In the "Type" column, "funding" means the group can provide money. "Time" means the group/person can provide time that might be needed for safety projects/programs. An example of "Time" would be parents or other volunteers who agree to walk the exterior of the school from time to time to ensure gates and exterior doors are shut and locked.

[illegible]

Step Four – Identify Areas of Desired Change

Step Four provides the opportunity to assess and prioritize the actions identified in Step Three. You will be prompted in Step Five to develop two move forward goals based on these assessments that are reasonable, data driven, and can be accomplished with existing resources.

Two goals address your schools Safe and Orderly Environment; 5.1, the **social** climate-and programs (interpersonal relationships) and 5.2, the **physical** environment-place (physical environment, disaster preparedness). **Social** and **Physical** are in red with the task summaries that correspond to 5.1 Social and 5.2 Physical.”

Finally, please remember to make your goals reasonable and attainable within existing resources.

ASSETS	ACTIONS
3.3 Crime Assessment Social / Physical	
Citrus Elementary maintains safe and secure entry and exit procedures to ensure students remain on campus and all visitors check in through the main office. At this time, we are awaiting district-provided data needed to complete this section of the plan.	We are committed to further developing our community partnerships and expanding parent involvement as essential components in maintaining a safe campus and supporting a safe, connected community.
3.4 Tactical Response Plan Physical	
The tactical response plan for schools employing the run/hide/fight protocol prioritizes swift action and decisive decision-making in the face of an active threat. In the event of an emergency, individuals are instructed to assess their surroundings and, if safe to do so, evacuate the premises (run). If evacuation is not possible, individuals should seek refuge in a secure location, locking doors and barricading entry points (hide). As a last resort, if confronted directly by the threat and unable to escape or hide, individuals are empowered to defend themselves using any available means (fight). Our school coordinates with Upland PD to provide training in the tactical response plan once a year. Teachers deliver this information to students in an age-appropriate manner. In addition, school resource officers deliver an in-person training to all students at the secondary level once per year. All schools utilize a threat assessment process for any threat made to persons or property. The threat assessment team consists of consultation with, at minimum, administration, a school mental health professional and law enforcement.	We can strengthen the onboarding of new personnel and office staff by providing training on our assessment protocol and ensuring it is easily accessible through our centralized digital resource hub; Alludo.

3.5 Lockdown Procedure Physical	
Citrus Elementary has established comprehensive lockdown protocols, and all staff members have been trained to implement them effectively during an emergency.	Continued refinement of our lockdown procedures will further improve campus preparedness and ensure consistent, effective responses during emergency situations.
3.6 Disaster Plan, Incident Commander Physical	
The Incident Commander safeguards students and staff by overseeing coordinated emergency responses, ensuring effective communication across all operational teams, and promoting continuous readiness through systematic drills and professional training.	Citrus will continue to schedule monthly emergency drills to ensure students, teachers, and staff consistently practice safe ingress and egress procedures. Additionally, the safety committee will continue to meet at least once per month to review training, assess needs, and ensure necessary supplies are in place.
3.7 Disaster Plan, General Physical	
Citrus Elementary conducts earthquake drills in accordance with all applicable state laws and regulatory requirements.	The replenishment of classroom disaster supply inventories has been identified as a need and will be formally addressed in the school's action plan.

ASSETS	ACTIONS
3.8 Disaster Plan, Medical Team Physical	
Pursuant to Ed Code 32282 “a comprehensive school safety plan, and the school safety plan of a charter school, for a school serving pupils in any of grades 7 to 12, inclusive, to include the development of a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.” UUSD Board Policy states any trained District staff member shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3) Superintendent or designee shall train and distribute Narcan Kits to District staff and replace them if used or expired. The following individuals are trained: For the district: Campus safety, health techs, administrators as of 2022/2023.	Administrators and safety team members work jointly to establish training requirements, provide onboarding for new team members, and maintain up-to-date forms, inventories, and safety supplies.

3.9 Disaster Plan, Search & Rescue Physical	
At Citrus, comprehensive search and rescue procedures are in place to ensure an organized and effective response during emergency situations.	To establish an effective Search and Rescue team, consider the following key actions: 1. Develop training recommendations 2. Provide training for SAR team members 3. Create a comprehensive list of SAR forms and supplies 4. Procure and maintain forms and supplies.
3.10 Disaster Plan, Reunification Physical	
Citrus Elementary has established procedures to guide the operations of the Disaster Reunification Team.	Training for newly hired staff and representatives from partnering agencies should be systematically calendared to ensure consistent preparedness.
3.11 Anti-Bullying Procedure Social / Physical	
Bullying-prevention training for staff is provided through the Alludo (Connect U) professional learning platform at the start of every school year or when a new person is hired.	To ensure consistency in identifying and addressing bullying, we can improve training for new staff on our protocols. Make the protocol more accessible through our centralized digital resource (Staff Guides and Resources), we can ensure that all staff members have a clear understanding of how to assess, document, and respond to bullying incidents effectively.
3.12 Expulsion / Suspension / Discipline Social	
- Strong Preventative Measures - Consistent PBIS Implementation - Positive Family and Community Engagement: The recent Kelvin survey results (94% favorable for teaching & learning, 92% for communication & service) suggest that families feel informed and involved, which contributes to a positive school culture.	- High Office Referral Numbers: - PBIS Implementation Strengthening - Targeted Behavior Interventions
3.13 Notify Teachers of Dangerous Pupils Social	

SOP 13, which details the required procedures for the Annual Notification of Teachers on Education Code Violations, is formally reviewed with all teaching staff at the outset of each school year to ensure awareness and compliance.	A mid-year review is conducted to clarify legal requirements and communicate any new updates, ensuring staff remain informed and compliant throughout the year.
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ASSETS	ACTIONS
3.14 Pesticides or Harmful Materials Within ¼ Mile of Campus Physical	
There are no known hazardous facilities within ¼ mile of Citrus Elementary. While risk is low, the school maintains clear shelter-in-place procedures—securing rooms, closing ventilation, and keeping students safely indoors if any airborne hazard is detected.	To enhance campus readiness, Citrus will incorporate scenario-based elements into scheduled drills so that staff and students can practice responding to a variety of situations that may occur during a shelter-in-place.
3.15 Visitors on Campus Social / Physical	
Citrus employs the Raptor visitor management system in the front office to ensure all guests are properly screened and checked in prior to entering the campus, supporting a safe and secure school environment.	To maintain consistent campus security, Citrus will ensure the system is utilized without exception, including during periods when the front office is staffed by substitute personnel.
3.16 Safe Ingress / Egress Physical	
SB 323 (ii) the evaluation of the comprehensive school safety plan... shall include ensuring that the plan includes appropriate adaptation for pupils with disabilities, so that all students have the ability to access disaster safety procedures described in the comprehensive school safety plan.	Citrus will continue to ensure that all ingress and egress procedures include appropriate accessibility for students with disabilities. This consideration will remain an ongoing discussion item for the Safety Team and School Site Council.
3.17 Anti-Harassment/Discrimination Procedure Social	
Training is delivered via the Alludo (Connect U) platform at the start of each school year, with additional access provided to all newly hired employees as part of their onboarding.	To improve consistency and staff preparedness, Citrus will enhance onboarding for new personnel and office staff by expanding training on the assessment protocol and ensuring the accompanying guide is clearly accessible through our centralized digital resource platform (Staff Guides and Resources).
3.18 Dress Code/Gang Related Social	
Within our PBIS ROAR (Responsible, Organized, Always Safe, Respectful) framework, students are reminded that being safe and respectful includes wearing clothing that is both school-appropriate and aligned with established safety expectations.	Citrus will continue to reinforce schoolwide expectations and complete an annual review of the parent handbook to ensure families are consistently informed of current policies and procedures.
3.19 Child Abuse Reporting Social	

All staff members at Citrus Elementary have fulfilled the requirement to complete the Child Abuse Reporting Procedure training provided through the Alludo (Connect U) platform.	To support continued staff understanding and compliance, Citrus will provide follow-up training that includes dedicated Q&A time during staff meetings, allowing employees to raise questions and receive clarification as needed.
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ASSETS	ACTIONS
3.20 Assess/Respond to Dangerous, Violent, Unlawful Acts on Campus Social / Physical	
Citrus currently uses district-approved student threat assessment tools for situations involving self-harm statements or threats directed at others. However, the school does not yet have a comprehensive, schoolwide written procedure for assessing or responding to all dangers, violent, or unlawful acts on campus as required in section 3.20.	Citrus will work with district safety personnel to expand current practices into a full threat response protocol that includes staff straining, documentation procedures, and reporting requirements to law enforcement.
3.21 Opioid Overdose Procedure (Grades 7-12 Only) Social / Physical	
UUSD Board Policy states any trained District staff member shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3) Superintendent or designee shall train and distribute Narcan Kits to District staff and replace them if used or expired. The following individuals are trained: - For the district: Campus safety, health techs, administrators as of 2022/2023. Indicate specific staff for your site: - Naloxone is present on campus at (state location and quantity).	Citrus will continue to maintain vigilance regarding opioid-related concerns and will promptly notify the appropriate district officials should an opioid overdose occur on campus.
3.22 Procedure for Sudden Cardiac Arrest or Other Life-Threatening Emergency Social / Physical	
Citrus Elementary has procedures in place to ensure a rapid and effective response to sudden cardiac arrest or any life-threatening medical emergency. Staff are trained to contact emergency services immediately, administer first aid or use the AED when appropriate, and support communication until emergency responders arrive.	Citrus will continue to provide ongoing AED training through district nurses for new office personnel and for individuals from external agencies working on campus to ensure consistent readiness.

3.23 US Immigration and Customs Enforcement on School Grounds

Social / Physical

[BP 5145.13](#) and [AR 5145.13](#) clearly outline written procedures for compliance with this law.

School administrators are trained to respond appropriately to customs and immigration officers who may arrive on campus; however, front office staff also need to be trained, as they are the first point of contact for campus visitors.

Step Five - Select and implement strategies for a safe and orderly environment.

Prioritizing the information gathered in Step Four, our team has developed the following goals designed to enhance our efforts at maintaining a safe and orderly environment

Section 5.1 - Component 1 Goal - “People.” The social climate, people and programs.

Ed Code 32281(b)(1) Goals should be measurable and relevant to the needs and resources of the school.

Citrus Elementary promotes a safe and inclusive school environment through prevention and awareness programs that address bullying, cyber safety, and other potential threats. Staff receive ongoing training to ensure preparedness in responding to safety concerns, while students engage in age-appropriate lessons that build awareness, responsibility, and advocacy. The school encourages the reporting of concerns through clearly defined channels and provides access to counseling and support services for students in need. Citrus maintains strong communication with families to keep them informed about safety practices and expectations, and collaborates with outside agencies to ensure a coordinated and effective approach to school safety.

Section 5.1.1 - Action Plans for “People” Goal

Task	Person	Due Date
Improve staff training and preparedness	Citrus Admins/Teachers/Staff	On-going
Build capacity in safety goals	Citrus Admins/Teachers/Staff	On-going
Strengthen student awareness and engagement	Citrus Admins/Teachers/Staff	On-going
Enhance communication with families	Citrus Admins/Teachers/Staff	On-going
Strengthen collaboration with outside agencies	Citrus Admins/Teachers/Staff	On-going

Section 5.2 - Component 2 Goal - “Place.” The physical environment.

Ed Code 32281(b)(1) Goals should be measurable and relevant to the needs and resources of the school.

Citrus Elementary will maintain a safe, accessible, and well-supervised physical environment by conducting regular safety inspections, maintaining secure entry and exit procedures, and ensuring that all safety equipment is consistently repaired, replaced, or updated as needed. The school will increase visibility and supervision in high-traffic areas and will regularly review physical environment concerns with the Safety Committee to ensure ongoing improvement and campus readiness.

Section 5.2.1 Action Plans for “Place” Goal

Task	Person	Due Date
Conduct regular safety inspections	Admins/Custodians/MOTC	On-going
Maintain secure entry and exit procedures	Admins/Front Office Staff/Teachers/Staff	On-going
Replace, repair, or update safety equipment and signage as needed	Admins/Custodian/MOTC	On-going
Increase visibility and supervision of high-traffic areas	Admins/Teachers/Staff	On-going
Review physical environment concerns quarterly with safety committee	Admins/Teachers/Staff	On-going

Step Six – Share & adopt the plan

[Insert Link to SSC Agenda, Invitation and Minutes](#)
[Link to Instructional Continuity Plan](#)

Section 6.1 - Public Meeting

Ed Code 32288 (2) (b) (1) - Before adopting its comprehensive school safety plan, the schoolsite council or school safety planning committee shall hold a public meeting at the schoolsite in order to allow members of the public the opportunity to express an opinion about the school safety plan.

On the indicated date, we shared our plan at a public meeting. The notice of the meeting as well proof of written invitations to the Mayor, representatives from school employee groups, teacher groups, parent groups, student government as well as anyone requesting to be invited are attached.	Date
	1/13/2026

Section 6.2 - Adoption of School Safety Plan

Ed Code 32286(a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter.

On the indicated date our Committee met and voted to adopt our school safety plan. The minutes from this meeting are attached to this plan. The plan was then forwarded to the district office for approval.	Date
	1/13/2026

Step Seven – Revise and evaluate

This plan represents a continual safety process. Stakeholders at our school will continue to evaluate the progress and impact of the listed goals while, at the same time, starting the systematic planning process over again at the beginning of the next school year.

Safety is a process