

SCHOOL	Foothill Knolls STEM Academy of Innovation
SCHOOL YEAR	2026-2027
PRINCIPAL	Caryn Sanchez

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: The overall favorable response in our student perception data on knowing who to talk to at school will increase by 10%.

Goal 2: We strive to create a well-maintained and secure perimeter: Fencing, gates, and access control to prevent unauthorized entry.

- Adequate lighting: Well-lit areas to enhance visibility and deter potential threats.
- Surveillance systems: Security cameras strategically placed and working to monitor key areas.
- Secure and closed campus during instructional hours.
- Ongoing evaluation of security measures: Regular assessments to identify areas for improvement and address emerging threats.

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 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	Foothill Knolls STEM Academy of Innovation
Principal	Caryn Sanchez
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 school

site council...shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.”

[illegible]

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

School Mission Statement

Foothill Knolls Academy of Innovation is dedicated to a safe community that inspires and empowers all students to be future-ready problem solvers who positively impact an ever-changing global society.

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.

1. The school is a gated community with locked gates
2. Safety Drills take place monthly to ensure students are prepared for emergencies
3. Raptor system is used for visitor check-in
4. Greeters and staff monitor gates at arrival and dismissal
5. Site cameras are located around campus
6. The front door has an electronic lock to lock the door immediately
7. Parent volunteers complete a conduct contract and are screened at the district level
8. Employees utilize the Connect U for safety education
9. A Positive Behavior Intervention System is in place for socio-emotional student support
10. Socio-emotional learning (RULER) takes place in the classroom
11. Student and staff records are complete with life-threatening information
12. Release and reunification procedures are in place
13. Safety committee meets and revisits safety plan
14. Emergency food, supplies, and equipment are inventoried and up to date
15. Emergency plan is both digital and hard copy
16. STOP It. A reporting system is available to the entire school community to report unsafe situations.
17. Undercover bullying groups are implemented all year by our school counselor
18. Girl's and Boy's Councils are implemented every trimester
19. Upland Unified School District has two resource officers
20. Vape detectors installed in middle school restrooms

Safety Team's Safe School Vision

Vision: At Foothill Knolls, we are dedicated to maintaining a physically safe and secure learning environment where students, staff, and visitors feel protected and cared for. We do this by creating an environment with proactive measures, well-established safety protocols, and a commitment to ongoing improvements.

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 Plan
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 Egress Ingress
Rules for school discipline	BP AR Link
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 Link
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

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	Betty Plascencia
3.4 Tactical response. (Plan handled at District Level; Lockdown and evacuation procedures are school's responses).	Caryn Sanchez
3.5 Lockdown procedure	Caryn Sanchez
3.6 Disaster plan, incident commander	Caryn Sanchez
3.7 Disaster plan, general	Caryn Sanchez
3.8 Disaster plan, medical team	Caryn Sanchez
3.9 Disaster plan, search & rescue	Caryn Sanchez
3.10 Disaster plan, reunification	Caryn Sanchez
3.11 Anti-Bullying	Betty Plascencia
3.12 Expulsion/Suspension/Discipline	Betty Plascencia
3.13 Notify teachers of dangerous pupils	Caryn Sanchez
3.14 Pesticide & harmful materials plan	Caryn Sanchez
3.15 Visitors on campus	Betty Plascencia
3.16 Safe ingress/egress	Caryn Sanchez
3.17 Anti-Harassment procedure	Caryn Sanchez
3.18 Dress code, gang related apparel	Betty Plascencia
3.19 Child abuse reporting procedures	Michelle Blanco
3.20 Assess/respond to dangerous, violent, unlawful acts	Caryn Sanchez
3.21 Opioid overdose procedure (Grades 7-12 only)	Martha Palillo
3.22 Sudden cardiac arrest or other life emergency	Martha Palillo
3.23 Existing resources	Caryn Sanchez

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.	
Caryn Sanchez	1/11/26

The purpose of this assessment is to assure the school is aware of criminal behavior or dangerous trends occurring on or around campus. These numbers are from the previous school year and come from our local law enforcement agency as well as crimes that might not have been reported to the police such as significant vandalism or reported thefts.

Type of Crimes Surrounding Fothill Knolls STEM Academy of Innovation

NATURE OF DESC	# OF CALLS	% OF CALLS
CITIZEN CONTACT	7	13%
EXTRA PATROL	6	12%
OTHER	4	8%
ANIMAL CALL	4	8%
CPS REFERRAL	4	8%
CITIZEN ASSIST	3	6%
SAFETY CHECK	2	4%
RECKLESS DRIVING	2	4%
TERRORIST THREATS REPT	2	4%
TC NON INJURY	2	4%
DISTURBANCE REPT	2	4%
KEEP THE PEACE	2	4%
SUSPICIOUS SUBJECT	1	2%
W911 SAFETY CHECK	1	2%
415 JUVENILE	1	2%
MEDICAL ASSIST	1	2%
SUSPICIOUS CIRCUMSTANCES	1	2%
COURT ORDER VIOL REPT	1	2%
ILLEGAL PARKING	1	2%
PARKING VIOLATION	1	2%
THEFT REPT	1	2%
415 SUBJECT	1	2%
MAL MISC REPT	1	2%
FIRE-OTHER	1	2%
TOTAL	52	100%

Assets/Suggested action plan(s):

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

Assets	Kelvin data dated February 2024 indicated that in the area of social support, 73% of responses were favorable. In the area of order and discipline, 65% of responses were favorable; this is 1% higher than the previous survey results . In the area of school connectedness, 63% of responses were favorable, and in the area of school safety, 59% of responses were favorable.
Actions	Update cameras and provide access to principal and assistant principal. Have a working monitor displaying video footage.

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	Date
The listed name must be the person who does the assessment. Caryn Sanchez	11/13/25

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 area 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. All schools utilize a threat assessment process for any threat made to persons or property. The threat assessment team consists of consultation with, at a minimum, the administration, a school mental health professional, and law enforcement. Essential Staff that Participate in Threat Assessments: Caryn Sanchez, Betty Plascecia, and Rebecca Bruinekool. In accordance with AB 1858. Foothill Knolls does not hold armed assailant drills.
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Actions	Meet with the school resource officer annually to review. Continue to report to the administration suspicious activity and threats.
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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	Date
The listed name must be the person who does the assessment.	
Caryn Sanchez	11/13/25

The purpose of this assessment 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 area of desired change.

Assets	Yearly training in collaboration with UPD and drills to ensure staff and students are aware of lockdown and shelter-in-place procedures. The staff has access to the lockdown protocol and evacuation plan. Implementation of safety drills is aligned to state requirements.
Actions	Staff need to remember to close their skylights. Remind staff never to open the door to a lockdown due to an announcement. All doors will be unlocked manually following a lockdown event once it has been cleared. Find other ways to alert staff when the PA system is not accessible.

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	Date
The listed name must be the person who does the assessment.	
Caryn Sanchez	11/13/25

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.	YES

Are all required forms & supplies in place and serviceable? If no, add "update forms & supplies" to suggested action plans.	YES
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Assets/Suggested action plan(s)

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

Assets	Utilizing attendance sheets, emergency cards, reunification labels, area maps, backpacks, radios, walkie-talkies, EZ Ups, tables, and backpack checklist to restock items at the start of every year. The team maintained inventory of emergency water and food. Additionally, all backpacks were restocked. Yearly inventory of search and rescue supplies in bags performed.
Actions	Ensure IC and alternate IC have NIMS/SEMS training over the summer.

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. Caryn Sanchez	11/13/25

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 shelter 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 A checklist is provided at the beginning of the year for classroom backpacks and fire department walk-through. Review of gas and water turn-offs with 3 employees are done at the beginning of each year. Yearly inventory and updating emergency supplies, reunification labels, printed rosters in backpacks, and emergency cards replaced or renewed.
Actions	Check classroom emergency supplies over the summer to ensure items are available for the first day of school.

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	Date
The listed name must be the person who does the assessment.	
Martha Palillo	12/6/25

The purpose of this assessment 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.	NO
Are there training requirements in the procedure? If no, add "training requirements" to the suggested action plans. If yes, go to the next question	YES

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

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area 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 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: - Those trained include: Martha Palillo, Caryn Sanchez, and Betty Plascencia. Naloxone is present on campus in the health office in a locked cabinet. We have procedures for opioid overdose, including Narcan in the medical cabinet. - Emergency food and water updated 10/2024. Annual inventory of supplies and resources conducted.
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Actions	Obtain required forms and replenish expired 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 The listed name must be the person who does the assessment.	Date
Caryn Sanchez/Melissa Pfannenstiel	11/13/25

The purpose of this assessment 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 area of desired change.

Assets	Safety protocols are in place and annually reviewed by the safety team. The team revises and improves implementation of systems each year.
Actions	Make search and rescue supplies easily accessible. Inform team of location of new items, such as radios. Maintain additional safety radios and keep charged throughout the year.

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	Date
The listed name must be the person who does the assessment.	
Caryn Sanchez	11/13/25

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
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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 area of desired change.

Assets	Reunification labels printed in triplicate every year. Reunification practiced using labels on students.
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Actions	Have reunification labels out to teachers by the 3rd week of school with blanks included for new students. Review and practice with teachers.
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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
Caryn Sanchez	11/13/25

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 area of desired change.

Assets	Staff Bullying training provided through Alludo (Connect U) and wellness center staff trains staff and students on prevention of bullying. Implementation of STOPit anonymous reporting and a bullying complaint form. All forms are on the website for parents to access. School Counselor attends training in undercover bullying. Assemblies and classroom lessons on anti-bullying provided. Kelvin data shows 79% of students feel safe at school which was a 4% increase from the last survey. Additionally 75% of students know an adult at school that they can talk with if they need help, which was a 3% increase from the last survey.
Actions	Create informational messaging for parents around bullying and provide teachers with more professional development around behavior management.

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
Betty Plascencia	12/10/25

Review the numbers/reasons for the previous two years of expulsions. 23/24 (0), 24/25 (0)
Review the numbers/reasons for the previous two years of suspensions. 23/24 (12), 24/25 (12) Reasons Include: Physical injury, use of force, drug paraphernalia, harassment, threats and weapons.
Review the numbers/reasons for the previous two years of disciplinary office referrals. 23/24 (281), 24/25 (422) Reasons: Disruption/defiance, harassment, threats, or intimidation, obscenity/profanity, physical injury, use of force, and vandalism.
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 working or address the challenges. Discipline referrals increased by 50% from 23/24 to 24/25; however suspensions remained the same for both school years. There have been no expulsions.

Assets/Suggested action plan(s)

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

Assets	Achieved PBIS Gold Status. Experienced a reduction this year in both referrals and suspensions. We now have a Counselor on campus five days a week. We began Implementation of “Taco Bout It Tuesday” and “Wellness Wednesdays”, as well as implementation of social skills groups.
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Actions	Have more preventative interventions such as Boys Council. Behavior training to help staff identify signs/triggers of behavior escalation as well as deescalation strategies to support students emotional and physical wellbeing. Additionally, we need to design a plan for having students fully accept protected groups.
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Section 3.13 – Procedure to Notify Teachers of Dangerous Students

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

Assessment performed by The listed name must be the person who does the assessment.	Date
Caryn Sanchez	11/13/25

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 area of desired change.

Assets	All schools notify teachers pursuant to this law by following a standard operating procedure. We utilize the Standard Operating Procedure for notifying staff using Aeries (asterisks on roster). Additionally teachers were provided written notification of how to access this information.
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Actions	Provide FERPA review training to staff and follow up with review of safety protocols for all staff.
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Section 3.14 – Procedures for Pesticide or Other Harmful Material Spill

All related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs, 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
Caryn Sanchez	12/11/25

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 area of desired change.

Assets	Students and staff have participated in shelter in place drills and have followed all outlined protocols. Teachers are supplied with evacuation plans which are posted near all doors.
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Actions	Review scenarios with the team of different types of hazards and responses.
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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
Caryn Sanchez/Betty Plascencia	12/09/25

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.	Week of 12/08/25

Assets/Suggested action plan(s)

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

Assets	Raptor System for checking in all visitors is used. We require all staff to wear a badge on campus. Visitor conduct is in place and reviewed with administration. We require all visitors to wear a tag while on campus.
Actions	Get Raptor ID/License Reader repaired. Create a process for checking in/ tracking large numbers of visitors on campus on days sporting events are held after school.

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 Caryn Sanchez • The listed name must be the person who does the assessment. This can be a group project.	Date 11/13/25
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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 area of desired change.

Assets	All students have the ability to access disaster safety procedures described in the comprehensive school safety plan. All key staff have gates and are aware of ingress and egress points. The Safety Committee walked to all areas and discussed accessibility for our youngest students as well as students with disabilities.
Actions	Ensure all exit and entry points are functioning properly.

3.17 Anti-Harassment Procedure

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

Assessment performed by The listed name must be the person who does the assessment.	Date
Michelle Blanco	11/13/25

Are all staff members trained as required in policy? A “no” answer requires a suggested action plan that all staff meet training requirements.	YES
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Assets/Suggested action plan(s)

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

Assets	Training module provided through Alludo (Connect U).
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Actions	Collecting data from year to year.
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Section 3.18 – Dress Code – “Gang Related Apparel”

Assessment performed by The listed name must be the person who does the assessment.	Date
Betty Plascencia	11/13/25

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 area of desired change.

Assets	No gang related apparel violations. Student training on dress code in middle school. Handbook is posted in Aeries and on website. The handbook is revised and updated annually. Staff is enforcing dress code.
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Actions	Tracking data year to year. Provide updated trainings on new trends for staff.
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3.19 – Child Abuse Reporting Procedure

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

Assessment performed by The listed name must be the person who does the assessment.	Date
Michelle Blanco	11/13/25

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 area of desired change.

Assets	Yearly training provided through Alludo (Connect U). Administration provide support to staff when making a CPS report.
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Actions	Review child abuse protocols with staff.
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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
Caryn Sanchez	11/13/25

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?	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 area of desired change.

Assets	Administration is trained on conducting threat assessments. 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, the administration, a school mental health professional, and law enforcement. Essential Staff that Participate in Threat Assessments: Chantel Sarver, Katie Deniz, Lindsay Viega-Estrada, and Anisa Nava In accordance with AB 1858. Magnolia does not hold armed assailant drills.
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Actions	Have forms easily accessible and review regularly to be ready for assessments.
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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
Martha Palillo	12/6/25

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 area 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 2025/26. Indicate specific staff for your site: Caryn Sanchez, Betty Plascencia and Martha Palillo. - Naloxone is present on campus at (state location and quantity). Stored in the Health office, locked in the medication cabinet (top shelf - Left) we have two boxes.
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Actions	Offer voluntary Narcan training to all staff. Provide middle school staff with training on signs of overdose.
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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
Martha Palillo	12/6/25

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?	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	There is a sticker is posted outside the office notifying people that there is an Automatic External Defibrillator (AED) available. Weekly, the AED is tested to ensure the batteries are working and the device is operational. Health Technician submits monthly AED reports to Di Pietro & Assoc and checks AED daily to ensure its operational, this is noted on a daily log.
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Actions	Continue to follow protocols and offer voluntary training to staff.
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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. Caryn Sanchez	11/13/25

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
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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 area of desired change.

Assets	BP 5145.13 and AR 1445 clearly outline written procedures for compliance with this law.
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Actions	Continue to follow the district's guidance on messaging and protocols.
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Section 3.24 – Existing Resources

Assessment performed by The listed name must be the person who does the assessment. This can be a group project.	Date
Michelle Blanco	12/8/25

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

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

In the “Type” column, “funding” means the group can provide money. “Time” means the group/person can provide time that might be needed for safety projects/programs. An example of “Time” would be parent 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]

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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	
Kelvin data dated February 2024 indicated that in the area of social support, 73% of responses were favorable. In the area of order and discipline, 65% of responses were favorable; this is 1% higher than the previous survey results . In the area of school connectedness, 63% of responses were favorable, and in the area of school safety, 59% of responses were favorable.	Update cameras and provide access to principal and assistant principal. Have a working monitor displaying video footage.
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.	Meet with the school resource officer annually to review. Continue to report to the administration suspicious activity and threats.

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. All schools utilize a threat assessment process for any threat made to persons or property. The threat assessment team consists of consultation with, at a minimum, the administration, a school mental health professional, and law enforcement. Essential Staff that Participate in Threat Assessments: Caryn Sanchez, Betty Plascecia, and Rebecca Bruinekool. In accordance with AB 1858. Foothill Knolls does not hold armed assailant drills.	
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3.5 Lockdown Procedure **Physical**

Yearly training in collaboration with UPD and drills to ensure staff and students are aware of lockdown and shelter-in-place procedures. The staff has access to the lockdown protocol and evacuation plan. Implementation of safety drills is aligned to state requirements.	Staff need to remember to close their skylights. Remind staff never to open the door to a lockdown due to an announcement. All doors will be unlocked manually following a lockdown event once it has been cleared. Find other ways to alert staff when the PA system is not accessible.
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3.6 Disaster Plan, Incident Commander **Physical**

Utilizing attendance sheets, emergency cards, reunification labels, area maps, backpacks, radios, walkie-talkies, EZ Ups, tables, and backpack checklist to restock items at the start of every year. The team maintained inventory of emergency water and food. Additionally, all backpacks were restocked. Yearly inventory of search and rescue supplies in bags performed.	Ensure IC and alternate IC have NIMS/SEMS training over the summer.
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3.7 Disaster Plan, General **Physical**

Click for Instructional Continuity Plan A checklist is provided at the beginning of the year for classroom backpacks and fire department walk-through. Review of gas and water turn-offs with 3 employees are done at the beginning of each year. Yearly inventory and updating emergency supplies, reunification labels, printed rosters in backpacks, and emergency cards replaced or renewed.	Check classroom emergency supplies over the summer to ensure items are available for the first day of school.
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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: • Those trained include: Martha Palillo, Caryn Sanchez, and Betty Plascencia. • Naloxone is present on campus in the health office in a locked cabinet. We have procedures for opioid overdose, including Narcan in the medical cabinet. • Emergency food and water updated 10/2024. Annual inventory of supplies and resources conducted.	Obtain required forms and replenish expired supplies.
3.9 Disaster Plan, Search & Rescue Physical	
Safety protocols are in place and annually reviewed by the safety team. The team revises and improves implementation of systems each year.	Make search and rescue supplies easily accessible. Inform team of location of new items, such as radios. Maintain additional safety radios and keep charged throughout the year.
3.10 Disaster Plan, Reunification Physical	
Reunification labels printed in triplicate every year. Reunification practiced using labels on students.	Have reunification labels out to teachers by the 3rd week of school with blanks included for new students. Review and practice with teachers.
3.11 Anti-Bullying Procedure Social / Physical	
Staff Bullying training provided through Alludo (Connect U) and wellness center staff trains staff and students on prevention of bullying. Implementation of STOPit anonymous reporting and a bullying complaint form. All forms are on the website for parents to access. School Counselor attends training in undercover bullying. Assemblies and classroom lessons on anti-bullying provided. Kelvin data shows that in February of 2025 there were 59% favorable responses to the statement, "School is a safe place at which I feel safe." Additionally, there was a 72% favorable response to the statement, "I know an adult at school that I can talk with if I need help".	Create informational messaging for parents around bullying and provide teachers with more professional development around behavior management.

3.12 Expulsion / Suspension / Discipline Social	
Achieved PBIS Gold Status. Experienced a reduction this year in both referrals and suspensions. We now have a Counselor on campus five days a week . We began Implementation of Taco Bout It Tuesday and Wellness Wednesdays, as well as implementation of social skills groups.	Have more preventative interventions such as Boys Council. Behavior training of triggers/signs before use of force could help staff deescalate. Additionally, we need to design a plan for having students fully accept protected groups.
3.13 Notify Teachers of Dangerous Pupils Social	
All schools notify teachers pursuant to this law by following a standard operating procedure . We utilize the Standard Operating Procedure for notifying staff using Aeries (asterisks on roster). Additionally teachers were provided written notification of how to access this information.	Provide FERPA review training to staff and follow up with review of safety protocols for all staff.

ASSETS	ACTIONS
3.14 Pesticides or Harmful Materials Within ¼ Mile of Campus Physical	
Students and staff have participated in shelter in place drills and have followed all outlined protocols. Teachers are supplied with evacuation plans which are posted near all doors.	Review scenarios with the team of different types of hazards and responses.
3.15 Visitors on Campus Social / Physical	
Raptor System for checking in all visitors is used. We require all staff to wear a badge on campus. Visitor conduct is in place and reviewed with administration. We require all visitors to wear a tag while on campus.	Get Raptor ID/License Reader repaired. Create a process for checking in/ tracking large numbers of visitors on campus on days sporting events are held after school.
3.16 Safe Ingress / Egress Physical	
All students have the ability to access disaster safety procedures described in the comprehensive school safety plan. All key staff have gates and are aware of ingress and egress points. The Safety Committee walked to all areas and discussed accessibility for our youngest students as well as students with disabilities.	Ensure all exit and entry points are functioning properly.
3.17 Anti-Harassment/Discrimination Procedure Social	
Training module provided through Alludo (Connect U).	Collecting data from year to year.
3.18 Dress Code/Gang Related Social	

No gang related apparel violations. Student training on dress code in middle school. Handbook is posted in Aeries and on website. The handbook is revised and updated annually. Staff is enforcing dress code.	Tracking data year to year. Provide updated trainings on new trends for staff.
3.19 Child Abuse Reporting Social	
Yearly training provided through Alludo (Connect U). Administration provide support to staff when making a CPS report.	Review scenarios at staff meetings.

ASSETS	ACTIONS
3.20 Assess/Respond to Dangerous, Violent, Unlawful Acts on Campus Social / 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, the administration, a school mental health professional, and law enforcement. Essential Staff that Participate in Threat Assessments: Caryn Sanchez, Betty Plascencia and Rebecca Bruinekool In accordance with AB 1858. Foothill Knolls does not hold armed assailant drills.	Have forms easily accessible and review regularly to be ready for assessments.
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 2025/26. Indicate specific staff for your site: Caryn Sanchez, Betty Plascencia and Martha Palillo. - Naloxone is present on campus at (state location and quantity). Stored in the Health office, locked in medication cabinet (top shelf - Left) we have two boxes (2 per box).	Offer voluntary Narcan training to all staff. Provide middle school staff with training on signs of overdose.
3.22 Procedure for Sudden Cardiac Arrest or Other Life-Threatening Emergency Social / Physical	
There is a sticker is posted outside the office notifying people that there is an Automatic External Defibrillator (AED) available. Weekly, the AED is tested to ensure the batteries are working and the device is operational.	Continue to follow protocols and offer voluntary training to staff.

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.

Section 5.1.1 - Action Plans for "People" Goal

Task	Person	Due Date
Install new cameras	Raul Santana	TBD
Yearly inventory of supplies and order needed items	Michelle Blanco and administration	August 2026
Schedule of monthly walks with admin and custodian to ensure safety of campus	Michelle Blanco	August 2026
Meet with SRO's to review tactical plans annually.	Caryn Sanchez, Betty Plascencia and School Resource Officer	August 2026

Obtain required medical forms and replenish expired supplies	Martha Palillo	August 2026
Create informational messaging for parents around bullying and provide teachers with more professional development around behavior management.	Rebecca Bruinekool and Climate and Culture Team.	October 2026
Coordinate preventative interventions such as Boys Council.	Rebecca Bruinekool, Betty Plascencia, and Caryn Sanchez	August 2026
Coordinate behavior training to help staff identify signs/triggers of behavior escalation as well as deescalation strategies to support students emotional and physical wellbeing.	Caryn Sanchez, Betty Plascencia and Climate and Culture Team.	September 2026
Design a plan for having students fully accept protected groups.	Caryn Sanchez, Betty Plascencia and Climate and Culture Team	August 2026
Coordinate FERPA review training and review of safety protocols for staff.	Caryn Sanchez, Betty Plascencia, Chris Filer, and Melissa Pfannenstiel	August 2026
Review scenarios with the team of different types of hazards and responses.	Caryn Sanchez, Betty Plascencia, Chris Filer, and Melissa Pfannenstiel.	August 2026
Get Raptor ID/License Reader repaired	Michelle Blanco	August 2026
Ensure all exit and entry points are functioning properly.	Edgar Soto	August 2026 and ongoing
Track data year to year. Provide updated training on new trends for staff.	Caryn Sanchez and Betty Plascencia	August 2026
Review child abuse protocols with staff.	Caryn Sanchez and Betty Plascencia	August 2026
Have forms easily accessible and review regularly to be ready for assessments.	Caryn Sanchez and Betty Plascencia	August 2026
Offer voluntary Narcan training to all staff.	Caryn Sanchez, Betty Plascencia, and district nurse	December 2026

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.

Section 5.2.1 Action Plans for "Place" Goal

Task	Person	Due Date
Have video access of cameras for administrators	Raul Santana	TBD

Step Six – Share & adopt the plan

[Insert Link to SSC Agenda and Invitation](#)

[Insert Link to SSC 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 1/12/26

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 1/12/26

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