

SCHOOL	Magnolia Elementary
SCHOOL YEAR	2026-2027
PRINCIPAL	Katie Deniz

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:

After careful reflection of our emergency plans and procedures, we are committed to continuously improve safety across our campus.

- Trained staff: respond to various emergencies and security situations.
- Visible presence: Staff and security personnel regularly patrol the campus to deter misconduct.
- Emergency response plans: Clearly defined plans for various emergencies, including drills and exercises to ensure preparedness.

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 to monitor key areas.
- Emergency exits: Clearly marked and easily accessible routes in case of evacuation.
- 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:	01-14-2026
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 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	Magnolia Elementary School
Principal	Katie Deniz
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
Katie Deniz		Principal
Chantel Sarver		Assistant Principal
Julie Thornes		Certificated
Jeff Teachout		Classified
Josi Dickenson		Parent
N/A		Student (If applicable)
Cynthia Mazariegos		Medical Team Leader
Cynthia Castillo, Jennifer Ocegueda		S&R Team Leader
Sandy Scruggs, Susie Nuccio		Reunification Team Leader

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

School Mission Statement

Magnolia Elementary students receive the skills necessary to achieve their potential for a limitless future.

Magnolia Elementary School promotes high levels of academic achievement, supports the development of positive relationships, and enriches students' lives through education in a safe and inclusive learning environment that nurtures the whole child.

About our school, a safe place to learn

Vision: At Magnolia Elementary, we are dedicated to maintaining a physically safe and secure learning environment where students, staff, and visitors feel protected and cared for.

Mission: We create this environment with proactive measures, well-established safety protocols, and a commitment to ongoing improvements.

We have several programs or procedures in place that assist us in providing education in a safe manner:

- SW expectation assemblies
- Wellness room
- School Counselor
- Digital Citizenship
- Closed Campus
- Staff presence at all open gates during arrival and dismissal
- Locked office doors-buzzed in
- Locked doors to campus-buzzed in
- Raptor System-driver's license and printed badge
- PBIS
- Second Step SEL Curriculum
- Project Wisdom-morning announcement
- Mindfulness
- Links
- Reading Buddies
- Student Council
- Lock blocks on doors and blackout curtains on interior door windows.

Safety Team's Safe School Vision

A safe school campus encompasses a variety of features and practices aimed at providing a secure and conducive environment for students, staff, and visitors. Creating a safe school campus involves a multifaceted approach that combines physical security, personnel training, community involvement, and a positive school culture. It's essential to adapt strategies based on the unique needs and challenges of Magnolia Elementary.

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

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.	
Magnolia Safety Committee	12-03-2025

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
Extra Patrol	8
Safety Check	2
CPS Referral	4

Assets/Suggested action plan(s):

Assets	According to our Kelvin student perception data (12/12/25), these are the areas we are doing well in. What can we improve? We are working on ways to teach our students what bullying is, and how to be an up stander when noticing behavior that is unkind. Lessons are being taught to classes during PLC time by the counselor. We are also ensuring that students who need extra support have resources in place and are readily available.
	Adults in my school treat all students respectfully. 91%  3 234 Responses • 8 Comments
	I feel safe at school. 88%  2 234 Responses • 5 Comments
	If I am feeling unsafe, I know who to talk to at school. 87%  5 235 Responses • 3 Comments

Actions	We are working on ways to teach our students what bullying is, and how to be an up stander when noticing behavior that is unkind. Lessons are being taught to classes by the counselor. We are also ensuring that students who need extra support have resources in place and are readily available. Ensure all students feel they have a trusted adult who will help them if they need it. School Counselor can remind classes during lessons of different adults on campus they can look to for help.
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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
Safety Committee	12-03-2025

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)

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
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	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. Essential Staff that Participate in Threat Assessments: Chantel Sarver, Katie Deniz, Lindsay Viega-Estrada, and Anisa Nava
Actions	Continue to report to administration suspicious activity and threats.

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.	
Safety Committee	12-03-2025

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)

Assets	Yearly training in collaboration with UPD and drills to ensure staff and students are aware of lockdown and shelter-in-place procedures.
Actions	Staff need to remember to close their skylights. Remind staff never to open the door to a lockdown due to an announcement.

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
Safety Committee	12-03-2025

The purpose of this assessment is 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

Assets/Suggested action plan(s)

Assets	Maps with buildings and room numbers, a folder with emergency contacts for all students, a reunification plan, and a pocket chart to quickly identify rooms needing medical attention or having missing students.
Actions	Yearly inventory of medical supplies, batteries, food/water supply, generator checks, and search and rescue tools and supplies inventory. We need to ensure that the folder with emergency contacts has the teacher listed for each student.

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. Safety Committee	12-03-2025

The purpose of this assessment is 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
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Assets/Suggested action plan(s)

Assets	Click for Instructional Continuity Plan Yearly backpack checks and restocks, monitor the expiration of food and water in the safety bin, walk with the custodian to ensure structural safety, update student rosters, and print them monthly or when a new student is added to a class.
Actions	When a new student enrolls, ensure a system that incorporates a new roster and emergency card to be placed in the teacher's emergency backpack. Schedule monthly walks with custodial staff to walk the campus to inspect structural stability. Our custodian will complete an inspection of furniture in rooms to ensure they are tethered to the walls to avoid injury in the event of a disaster.

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. Cynthia Mazariegos	12-03-2025

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 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 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.	YES
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Assets/Suggested action plan(s)

Assets	New red backpacks were purchased for classrooms in 2025 and filled with all necessary items in the case of an emergency.
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Actions	As new staff are hired, each member needs to be trained in the area they are assigned. Drills will be ongoing to ensure all staff are well prepared in the case of an emergency.
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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.	
Cynthia Castillo, Jennifer Ocegueda	11-13-2025

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)

Assets	All Search and Rescue team members communicate needs with the Command Post during drills.
Actions	Ensure Search and Rescue teams have a master key to ensure they can get into locked rooms.

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
Sandy Scruggs and Susie Nuccio	11-22-2025

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)

	Assets	The reunification plan was created in conjunction with UPD. This plan incorporates two exit strategies depending on the location of danger or threat on the campus.
	Actions	Make sure all staff understand the plan and are signed up to our digital Group Me app for effective communication during an emergency. Make sure to bring a folding table with us when moving to a Reunification area.

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
Katie Deniz and Chantel Sarver	08-14-2025

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.

Incident	'23-'24	'24-'25	'25-'26
Bullying	6	2	1
Harassment	2	0	0

Assets/Suggested action plan(s)

Assets	Train staff about bullying through yearly HR compliance. Educate students about bullying, behavior expectations, and anonymous reporting options. As of 12/15/25, no reports of bullying were substantiated.
Actions	Continue to educate students on what bullying is and the benefits of being an upstander.

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
Katie Deniz and Chantel Sarver	01-05-2025

Review the numbers/reasons for the previous two years of expulsions. 22/23 (0) 23/24 (0) 24/25 (0) YTD (0)
Review the numbers/reasons for the previous two years of suspensions. Numbers: 23/24 (8) 24/25 (5) YTD (2) Reasons: EC48900a1-Physical Injury & Ec48900a2-Use of Force
Review the numbers/reasons for the previous two years of disciplinary office referrals. Numbers: 23/24 (54) 24/25 (57) YTD (19) Reasons: EC48900a-Physical Injury, Ec48900a2-Use of Force, Defiance/Disruption-EC48900k, EC48900.4-Harrassment
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.

Assets/Suggested action plan(s)

Assets	Continuing to use our wellness center and aid to provide: temperature checks (morning check-in), girls, groups, boys, groups, check in and check out systems, targeted, small group instruction, implement, restorative practices and other means of correction, and Boot Camp lessons. Students who are participating in any of these programs will have email sent to their teachers and families upon completion to inform them of focused lessons taught.
Actions	Continue to inform families and teachers upon completion to inform stakeholders of focused lessons taught. Track discipline/intervention data to determine if Tier 2 supports, decreased the number of entries and Aries.

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
Katie Deniz and Chantel Sarver	08-14-2025

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)

Assets	All schools notify teachers pursuant to this law by following a standard operating procedure: Standard Operating Procedure for notifying staff using Aeries (asterisks on roster)
Actions	No changes

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
Jeff Teachout	08-14-2025

The purpose of this assessment is 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	All staff participate in Shelter in Place drills and are aware of evaluation procedures.
Actions	None at this time

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
Sandy Scruggs	08-14-2025

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)

Assets	Raptor check in and check out system is used for all visitors. Google form is completed by teachers when they will have a visitor. Volunteers who come more than 5 times, follow district protocols.
Actions	Random visitor checks to ensure visitors have followed check in procedures. remind office staff that all visitors need to be checked in through Raptor. All district personnel with a badge are visiting the site, they need to check in with front office staff.

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 The listed name must be the person who does the assessment. This can be a group project.	Date
Katie Deniz and Chantel Sarver	08-14-2025

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)

Assets	We discuss the needs of our students with disabilities in the development of all plans. Since some of our students are in wheelchairs, we developed our Reunification Plan with their needs in mind. Staff are positioned at open gates before and after school, staff at crosswalks and dropoff/pick up parking lot. Evacuation maps in all rooms and common areas, and gate keys for all staff in the case of an emergency and needing to exit the park gate located on the west field.
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	Actions	Relocating the on campus staging area for students with disabilities.
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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
Katie Deniz and Chantel Sarver	08-14-2025

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)

	Assets	Yearly training modules provided to all staff from HR and staff website with resources.
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	Actions	No changes
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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
Katie Deniz and Chantel Sarver	08-14-2025

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)

Assets	Students follow the dress code with only friendly reminders needed.
Actions	No changes

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
Katie Deniz and Chantel Sarver	08-14-2025

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)

Assets	Yearly training provided to staff from HR and a staff website with resources.
Actions	No changes

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

Assessment performed by The listed name must be the person who does the assessment.	Date
Sasha Heflin, COSA	9/11/2025

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	Knowledge and training on district threat assessment protocol. Reference to response or evacuation procedures in preparedness plan
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	Actions	Identify staff for training on threat assessment protocol Establish and/or document school protocols for responding to threats
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3.21 – Procedure to respond to opioid overdose. (Grades 7-12 only)

Assessment performed by The listed name must be the person who does the assessment.	Date
Chantel Sarver	12/15/25

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	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 • Naloxone is present on campus at (state location and quantity).
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	Actions	Ensure that location of Narcan is known to all staff Identify additional staff who are willing to volunteer to be trained on Narcan administration
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3.22 Procedure to respond to sudden cardiac arrest or life-threatening medical emergency

Assessment performed by The listed name must be the person who does the assessment.	Date
Chantel Sarver	12/15/25

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	Emergency defibrillators are available on campus Staff are trained in use of the emergency defibrillators Response to cardiac issues is documented in the preparedness plan
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Action	Ensure that location of emergency defibrillators is known to all staff Identify additional staff who are willing to volunteer to be trained in use of the emergency defibrillators
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3.23 - US Immigration and Customs Enforcement on School Grounds

Assessment performed by The listed name must be the person who does the assessment.	Date
Chantel Sarver	12/15/25

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?	YES
If the procedure includes specific forms or equipment are the forms and equipment in place in good working order.	YES

Assets	Protocols for school staff response to immigration enforcement UUSD Board Policy BP 5145.13 and UUSD Administrative Regulation AR 1445 . School staff follow these guidelines All front office staff are aware of the proper procedures
Actions	Periodically review guidelines with front office staff

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
Safety Committee	10-16-2025

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 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.

RESOURCE	TYPE	DESCRIPTION
School Safety Budget	General Fund	EST \$1,200
Small safety related expenditures		

as needed		
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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.”

ASSETS	ACTIONS
3.3 Crime Assessment Social / Physical	
According to our Kelvin student perception data (12/12/25), these are the areas we are doing well in. What can we improve? We are working on ways to teach our students what bullying is, and how to be an up stander when noticing behavior that is unkind. Lessons are being taught to classes by the counselor. We are also ensuring that students who need extra support have resources in place and are readily available.	We are working on ways to teach our students what bullying is, and how to be an up stander when noticing behavior that is unkind. Lessons are being taught to classes by the counselor. We are also ensuring that students who need extra support have resources in place and are readily available. Ensure all students feel they have a trusted adult who will help them if they need it. School Counselor can remind classes during lessons of different adults on campus they can look to for help.
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.	Continue to report to 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. Essential Staff that Participate in Threat Assessments: Chantel Sarver, Katie Deniz, Lindsay Viega-Estrada, and Anisa Nava	
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.	Staff need to remember to close their skylights. Remind staff never to open the door to a lockdown due to an announcement.
3.6 Disaster Plan, Incident Commander Physical	
Maps with buildings and room numbers, a folder with emergency contacts for all students, a reunification plan, and a pocket chart to quickly identify rooms needing medical attention or having missing students.	Yearly inventory of medical supplies, batteries, food/water supply, generator checks, and search and rescue tools and supplies inventory. We need to ensure that the folder with emergency contacts has the teacher listed for each student.
3.7 Disaster Plan, General Physical	
Yearly backpack checks and restocks, monitor the expiration of food and water in the safety bin, walk with the custodian to ensure structural safety, update student rosters, and print them monthly or when a new student is added to a class.	When a new student enrolls, ensure a system that incorporates a new roster and emergency card to be placed in the teacher's emergency backpack. Schedule monthly walks with custodial staff to walk the campus to inspect structural stability. Our custodian will complete an inspection of furniture in rooms to ensure they are tethered to the walls to avoid injury in the event of a disaster.

ASSETS	ACTIONS
3.8 Disaster Plan, Medical Team Physical	
New red backpacks were purchased for classrooms in 2025 and filled with all necessary items in the case of an emergency.	As new staff are hired, each member needs to be trained in the area they are assigned. Drills will be ongoing to ensure all staff are well prepared in the case of an emergency.
3.9 Disaster Plan, Search & Rescue Physical	
All Search and Rescue team members communicate needs with the Command Post during drills.	Ensure Search and Rescue teams have a master key to ensure they can get into locked rooms.
3.10 Disaster Plan, Reunification Physical	

The reunification plan was created in conjunction with UPD. This plan incorporates two exit strategies depending on the location of danger or threat on the campus.	Make sure all staff understand the plan and are signed up to our digital Group Me app for effective communication during an emergency. Make sure to bring a folding table with us when moving to a Reunification area.
3.11 Anti-Bullying Procedure Social / Physical	
Train staff about bullying through yearly HR compliance. Educate students about bullying, behavior expectations, and anonymous reporting options. As of 12/15/25, no reports of bullying were substantiated.	Continue to educate students on what bullying is and the benefits of being an upstander.
3.12 Expulsion / Suspension / Discipline Social	
Continuing to use our wellness center and aid to provide: temperature checks (morning check-in), girls, groups, boys, groups, check in and check out systems, targeted, small group instruction, implement, restorative practices and other means of correction, and Boot Camp lessons. Students who are participating in any of these programs will have email sent to their teachers and families upon completion to inform them of focused lessons taught.	Continue to inform families and teachers upon completion to inform stakeholders of focused lessons taught. Track discipline/intervention data to determine if Tier 2 supports, decreased the number of entries and Aries.
3.13 Notify Teachers of Dangerous Pupils Social	
Standard Operating Procedure for notifying staff using Aeries (asterisks on roster)	No changes

ASSETS	ACTIONS
3.14 Pesticides or Harmful Materials Within ¼ Mile of Campus Physical	
All staff participate in Shelter in Place drills and are aware of evaluation procedures.	None at this time
3.15 Visitors on Campus Social / Physical	
Raptor check in and check out system is used for all visitors. Google form is completed by teachers when they will have a visitor. Volunteers who come more than 5 times, follow district protocols.	Random visitor checks to ensure visitors have followed check in procedures. remind office staff that all visitors need to be checked in through Raptor. All district personnel with a badge are visiting the site, they need to check in with front

	office staff.
3.16 Safe Ingress / Egress Physical	
We discuss the needs of our students with disabilities in the development of all plans. Since some of our students are in wheelchairs, we developed our Reunification Plan with their needs in mind. Staff are positioned at open gates before and after school, staff at crosswalks and dropoff/pick up parking lot. Evacuation maps in all rooms and common areas, and gate keys for all staff in the case of an emergency and needing to exit the park gate located on the west field.	Relocating the on campus staging area for students with disabilities.
3.17 Anti-Harassment/Discrimination Procedure Social	
Yearly training modules provided to all staff from HR and staff website with resources.	No changes
3.18 Dress Code/Gang Related Social	
Students follow the dress code with only friendly reminders needed.	No changes
3.19 Child Abuse Reporting Social	
Yearly training provided to staff from HR and a staff website with resources.	No changes

ASSETS	ACTIONS
3.20 Assess/Respond to Dangerous, Violent, Unlawful Acts on Campus Social / Physical	
Knowledge and training on district threat assessment protocol. Reference to response or evacuation procedures in preparedness plan	Identify staff for training on threat assessment protocol Establish and/or document school protocols for responding to threats
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 • Naloxone is present on campus	Ensure that location of Narcan is known to all staff Identify additional staff who are willing to volunteer to be trained on Narcan administration
3.22 Procedure for Sudden Cardiac Arrest or Other Life-Threatening Emergency Social / Physical	
Emergency defibrillators are available on campus Staff are trained in use of the emergency defibrillators Response to cardiac issues is documented in the preparedness plan	Ensure that location of emergency defibrillators is known to all staff Identify additional staff who are willing to volunteer to be trained in use of the emergency defibrillators

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
Practice implementation of safety plan in the event of an emergency (i.e. Search and Rescue Team using master keys to clear classrooms.)	Katie Deniz and Chantel Sarver	January 2027
Yearly inventory of supplies in safety storage bins.	Cynthia Mazariegos	August 2026
Finalize Check in/Check out plan for visitors	Chantel Sarver	August 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
Surveillance Camera Access to Principal and AP	Raul Santana, IT support	8/1/2026

Step Six – Share & adopt the plan

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

[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
	1/14/2026

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
	1/14/2026

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