

SCHOOL	Sycamore Leader In Me Academy
SCHOOL YEAR	26-27
PRINCIPAL	Susan Holstrom

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:

Sycamore Leader In Me Academy will enhance staff understanding of disaster procedures by providing clear role assignments and detailed descriptions, followed by a review of these responsibilities with staff. Expectations and procedures for drills will also be clearly communicated to promote consistency and reduce confusion during implementation. Additionally, the school will schedule a campus-wide walkie-talkie practice session to ensure all staff members are confident and proficient in using communication devices during emergencies.

Goal 2:

Sycamore Leader In Me Academy will develop a comprehensive Reunification Plan that identifies two designated evacuation locations for staff and students during an emergency. The plan will include clear, consistent parent check-out and student release procedures to ensure a safe, efficient, and well-coordinated reunification process.

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 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	Sycamore Leader In Me Academy
Principal	Susan Holstrom
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
Susan Holstrom		Principal/Certificated
Nadine Buries		Certificated Assistant Principal
Jeannette Poot-May		Classified
Tiffani Mata		Parent
		Student (If applicable)
Tiffani Mata		Medical Team Leader
Jasmin Quach		S&R Team Leader/Certificated
Emer Cervantes		Reunification Team Leader/Certificated
Rebecca Tang		Certificated
Jeanette Poot May		Classified
Wouter Crowder		Classified

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

School Mission Statement

Sycamore's Mission Statement is "We are amplifying the social, emotional, intellectual, and safe learning experiences of every member of our learning community every single day."

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.

At Sycamore Leader In Me Academy, well-being is more than a priority—it's an essential part of who we are. Our approach to safety is proactive and intentional, built on layers of protection and ongoing attentiveness. This dedication shines through in our strong Positive Behavior Interventions & Supports (PBIS) program and the wide range of safety measures we have in place.

Emergency Drills: Sycamore implements regular disaster/earthquake and fire drills to ensure that students and staff are prepared to safely evacuate in the event of such an emergency. Staff have also been trained by law enforcement in regards to the difference between a shelter-in-place and lockdown and how to act in each situation. Students, in turn, receive training as well when we conduct such practice drills.

Secured Front Gate/Physical Barriers: Access control through a camera-monitored buzzer and locked gate adds minimizes external risks and adds an extra layer of security.

RAPTOR Visitor Check-In/Closed Campus: Every visitor is screened and verified electronically, creating a secure entry point.

Cameras and Supervision: Strategically placed cameras, combined with ongoing supervision on playgrounds and at entry areas, help maintain constant awareness across the campus.

Locked Doors and Staff Communication: Every room is equipped with secure locks, and all teachers carry walkie-talkies to ensure immediate communication in the event of an emergency.

Sycamore offers comprehensive Social Emotional Learning (SEL) both in the classroom through district-adopted curriculum (Second Step) and in our Wellness Center, which is supported by two paraeducators and a certificated counselor. Our counselor also delivers targeted SEL services to Tier 2 and Tier 3 students, and facilitates anti-bullying lessons in every classroom, contributing to a stronger school climate and improved campus safety.

Organized Flow and Communication:

Traffic Control: Parking lot and street cones ensure smooth traffic flow and prevent accidents. **Campus-Wide Communication:** The all-call intercom system and Parent Square app guarantee immediate and clear communication in dire situations.

Safety Team's Safe School Vision

Sycamore Sierra is committed to providing a safe, inclusive, and welcoming campus for students, staff, and families. Through open communication, reliable safety practices, and strong community partnerships, the school upholds a culture that places safety and well-being at the center of the learning environment.

Step Three – Gather & assess school crime and safety data

3.1 - Safety Policies and Procedures

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

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

Required Safety Policies/Procedures	
Policy/Procedure	BP/AR
Child Abuse Reporting	BP AR
Disaster Response Procedures	BP AR
Suspension & Expulsion Policies	BP AR
Procedure to notify teachers of dangerous pupils	BP AR
Anti-Discrimination/Harassment Policy	BP AR
Anti-Bullying Policy	BP AR
School Dress Code re “anti-gang” apparel	BP AR
Procedure for safe ingress/egress	BP AR
Rules for school discipline	BP AR
Procedures to assess/respond to reports or threats of dangerous, violent, or unlawful activity.	BP AR
Tactical response procedure	BP AR
Opioid overdose procedure (Does not apply to TK - 6th Grade)	BP AR
Procedure for sudden cardiac arrest or similar life-threatening emergency	BP AR
Other Safety Policies/Procedures	
Haz-Mat within ¼ mile of campus	BP AR
Lockdown procedure	Sycamore 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	Nadine Buries, Assistant Principal
3.4 Tactical response (Plan handled at District Level; Lockdown and evacuation procedures are school's responses).	Plan Handled at District Level. Lockdown and evacuation procedures are school's responses
3.5 Lockdown procedure	Susan Holstrom, Principal
3.6 Disaster plan, incident commander	Susan Holstrom, Principal
3.7 Disaster plan, general	Nadine Buries, Assistant Principal
3.8 Disaster plan, medical team	Tiffani Mata, Health Tech
3.9 Disaster plan, search & rescue	Lexi Peifer, Teacher, Safety Team
3.10 Disaster plan, reunification	Nadine Buries, Assistant Principal
3.11 Anti-Bullying	Susan Holstrom, Principal
3.12 Expulsion/Suspension/Discipline	Susan Holstrom, Principal
3.13 Notify teachers of dangerous pupils	Susan Holstrom, Principal
3.14 Pesticide & harmful materials plan	Wouter Crowder, Lead Custodian
3.15 Visitors on campus	Susan Holstrom, Principal
3.16 Safe ingress/egress	Nadine Buries, Assistant Principal

3.17 Anti-Harassment procedure	Susan Holstrom, Principal
3.18 Dress code, gang related apparel	Nadine Buries, Assistant Principal
3.19 Child abuse reporting procedures	Susan Holstrom, Principal
3.20 Assess/respond to dangerous, violent, unlawful acts	Susan Holstrom, Principal
3.21 Opioid overdose procedure (Grades 7-12 only)	Nadine Buries, Assistant Principal
3.22 Sudden cardiac arrest or other life emergency	Tiffani Mata, Health Tech
3.23 Existing resources	Nadine Buries, Assistant Principal

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.	
Nadine Buries, Assistant Principal	12/1/25

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

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

Type of crime

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

TYPE	NUMBER
Crime Report (24-25 School Year)	

Assets/Suggested action plan(s):

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

Assets	Under 5 major crimes were listed. Lewd Act Child Report, CPS Referrals (2).
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	Actions	Receive the crime report earlier as requested by Upland School District.
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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
Susan Holstrom, Principal	12/1/25

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 school's tactical response plan uses the Run/Hide/Fight protocol to guide actions during an active threat. Individuals are trained to quickly assess the situation and evacuate the area if it is safe to do so (run). If evacuation is not possible, individuals should move to a secure location, lock doors, and barricade entry points (hide). As a last resort, if directly confronted and unable to escape or hide, individuals may take actions to protect themselves using available means (fight). Our school coordinates annually with the Upland Police Department to provide training on the tactical response plan. Teachers present this information to their students in an age-appropriate manner. Sycamore Elementary follows the district's threat assessment process, as outlined in district protocol, for any threat made against people or property. The threat assessment team includes, at minimum, school administration, a school mental health professional, and law enforcement, such as the School Resource Officer.
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Actions	Maintain annual coordination with the Upland Police Department to implement Run/Hide/Fight training and ensure ongoing compliance of following district threat assessment procedures.
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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.	
Susan Holstrom	12/1/25

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
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Assets/Suggested action plan(s)

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

Assets	• Raptor Communication System: The use of the Raptor platform on all members' cell phones provides a significant improvement in communication capabilities during emergencies. Real-time information sharing, updates, and instructions can be rapidly disseminated to staff, improving situational awareness and response coordination. • Drill Documentation and Analysis: The platform's ability to record drills offers a valuable tool for documenting drill effectiveness, identifying areas for improvement, and tracking staff participation. This data can be used for post-incident reviews, training enhancements, and demonstrating compliance with safety regulations.
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Actions	• Contingency Planning for Technology Failures: Reliance on cell phones and a digital platform creates a vulnerability to technology failures. We need to plan for times when technology might not work properly—such as poor cell service, internet outages, or device problems. The school should have backup communication methods and alternate ways to record drill information to ensure safety procedures can continue without interruption.
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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.	
Susan Holstrom	12/1/25

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.	YES
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)

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

Assets	Sycamore maintains operational readiness by strategically placing incident command radios, including both district-issued and site-based units, in the front office. Monthly testing of district radios ensures reliable functionality and consistent communication with UUSD emergency services. In addition, both the Incident Commander (IC) and Alternate Incident Commander have completed required NIMS/SEMS training, including ICS 100 and NIMS 700, providing a standardized framework for incident management and supporting effective coordination and communication during emergency situations.
Actions	Conduct annual staff training and practice scenarios to ensure proper use of emergency radios and familiarity with communication procedures.

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.	
Nadine Buries	12/1/25

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?	YES
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 Sycamore Elementary maintains a legally compliant disaster plan, recently updated to include student reunification procedures, ensuring a more comprehensive approach to emergency response. The plan is reviewed regularly by administration for continued effectiveness and compliance.
Actions	Sycamore seeks to strengthen emergency preparedness by ensuring all staff clearly understand their assigned disaster drill roles and expectations and are proficient in the effective use of two-way radios.

3.8 - Disaster Plan – Medical Team

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

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

Assessment performed by The listed name must be the person who does the assessment.	Date
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Tiffani Mata	12/1/25
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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 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

Assets/Suggested action plan(s)

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

Assets	Earthquake Preparedness: Having earthquake procedures in compliance with state law is crucial, given the location of Upland, California. This indicates a proactive approach to a common regional hazard. • Utility Shut-Off Knowledge: The presence of a map showing gas and water meter locations is important for quickly shutting off utilities in the event of a disaster, preventing further damage or hazards. • Classroom Disaster Supplies: Having a list of classroom disaster supplies and confirming that these supplies are in place and serviceable demonstrates a commitment to ensuring students and staff have access to essential resources during an emergency.
Actions	• Classroom Supply Inventory and Rotation: A school-wide collection and redistribution system should be implemented to ensure equitable access to emergency supplies. All emergency materials should be collected, inventoried, and then dispersed to classrooms—including those without a rostered class such as RSP rooms and literacy labs—to ensure every occupied area is adequately equipped.

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
Jasmin Quach	12/1/25

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	Sycamore maintains a comprehensive Search and Rescue Plan that is embedded within the school's Emergency Preparedness Plan. The plan includes all necessary forms and documentation to support implementation and accountability during an emergency response. Additionally, the Search and Rescue procedures are outlined in the Emergency Preparedness Plan, and the school's Reunification Plan is aligned to ensure coordinated procedures and effective communication during post-incident operations.
Actions	Annually review and reinforce Search and Rescue procedures to ensure coordinated response and clear staff roles during emergency operations.

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
Nadine Buries, Assistant Principal	12/1/25

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

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

Assets/Suggested action plan(s)

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

Assets	Our school has a strong foundation for emergency response, as we already have clearly defined student release procedures outlined in our safety plan. Staff are familiar with these protocols, supported by up-to-date class rosters, emergency contact information, and a structured chain of command. These established practices help ensure a safe, accurate, and efficient student release process during emergencies.
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Actions	We need to develop a comprehensive reunification plan and review all procedures with staff. This proactive approach will ensure the school can respond appropriately and effectively should students and staff need to evacuate and leave campus. It also provides clear, well-defined steps for safe evacuation and a coordinated reunification process, strengthening our overall readiness and campus safety.
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3.11 Anti-Bullying Procedure

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

Assessment performed by	Date
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The listed name must be the person who does the assessment.	
Susan Holstrom, Principal	12/1/25

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). Teachers provide lessons on bullying. The district-adopted Social-Emotional Learning curriculum, Second Step, has anti-bullying lessons. Bullying Complaint forms are made available in the office and online, so complaints can be made. All complaints are responded to in a timely fashion. We need to ensure all teachers are implementing Second Step lessons within their classrooms. Behavior and Anti-Bullying Assemblies conducted at the beginning of each school year to establish expectations and promote a positive school climate. - The school counselor facilitates anti-bullying lessons in each classroom appropriate for each grade level. STOPit Anonymous Reporting System allows students to report concerns safely and confidentially. - Teacher SEL lessons that teach about inclusion, anti-bullying strategies to encourage kindness, and being empathetic towards others.
Actions	- Analyze bullying reports and survey data (ie Kelvin survey) to identify patterns or areas of concern, then address these issues. - Involve students and parents in ongoing discussions about bullying prevention efforts. - Evaluate the effectiveness of current anti-bullying programs. - Monitor that teachers are implementing Second Step Lessons in their classrooms.

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
Susan Holstrom, Principal	12/1/25

Review the numbers/reasons for the previous two years of expulsions. None
Review the numbers/reasons for the previous two years of suspensions. 24-25 - 17 23-24 - 16
Review the numbers/reasons for the previous two years of disciplinary office referrals. 24-25 - 147 (78 physical injury, 21 harassment/threats/intimidation, 18 obscenity/profanity, 9 bullying, 2 vandalism, 2 sexual Harassment, 5 other) 23-24 - 85 (44 physical injury, 8 obscenity/profanity, 8 disruption/defiance, 6 hate violence, 5 bullying, 4 theft, 3 vandalism, 3 sexual harassment, 3 harassment/threat/intimidation, 1 possession of a controlled substance)
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)

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

Assets	Sycamore maintains several strong systems that contribute to a positive and safe learning environment. The implementation of schoolwide PBIS provides students with clear expectations and consistent guidance, while the SEL curriculum supports the development of essential social and emotional skills. In addition, the wellness center and Tier 2 supports offer targeted interventions for students needing additional assistance. Together, these components form a solid foundation that promotes positive behavior and overall student well-being.
Actions	Sycamore needs to strengthen consistency within its Tier 1 PBIS foundation so that expectations and reinforcement are applied uniformly across all classrooms. This includes ensuring that all staff provide positive acknowledgments at similar rates. In addition, all classrooms need to create and post classroom matrices that align with schoolwide expectations. Consequences should also be applied consistently and predictably so students clearly understand behavioral expectations. Improving alignment and fidelity across all staff will help reduce behavioral incidents and support better student outcomes.

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
Nadine Buries, Assistant Principal	12/1/25

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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State law requires teachers of record be notified of students who have been suspended or convicted of any felony and certain misdemeanors. This assessment is to assure you are complying with that law. Review the law here. [\(Link to law\)](#)

Assets/Suggested action plan(s)

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

Assets	Sycamore maintains a procedure for informing teachers annually of students with a history of suspensions or Education Code violations. These students are identified on both digital and printed rosters using a red “SSA” (Student Safety Alert) indicator or an asterisk (*), ensuring staff have appropriate situational awareness to provide targeted supervision and support.
Actions	Teachers may need to be reminded to sign up for a time to meet with administrators by sending out a google doc to sign up to meet to discuss any of the students on their rosters that are identified.

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
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Wouter Crowder, Lead Custodian	12/1/25
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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	Sycamore maintains a disaster plan that integrates shelter-in-place, evacuation, and reunification protocols. This structure ensures continuity and coordination across all phases of an emergency response- immediate protection, safe relocation, and orderly student-parent reconnection. Teachers reinforce procedures through stories, discussions, and practice to ensure preparedness.
Actions	The Sycamore staff is working on a comprehensive reunification plan and also becoming efficient with the Raptor Emergency Alert System.

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
Jeannette Poot-May, Office Manager Nadine Buries, Assistant Principal	12/1/25

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.	YES

Assets/Suggested action plan(s)

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

Assets	Our campus remains secure throughout the school day, with all gates locked to maintain a safe environment. Public access during school hours is limited to the front office, ensuring all visitors are properly screened. While parent involvement is welcomed and encouraged, all visitors are required to check in through the Raptor System, presenting valid identification upon entry. In addition, regular volunteers must complete Department of Justice background checks, which are processed and verified through the district office.
Actions	The school will develop and implement a structured visitor tracking system for large campus events, such as holiday celebrations and assemblies, to ensure that all guests are properly accounted for while maintaining a safe and welcoming environment. Success will be measured by the consistent use of sign-in/out procedures and improved accuracy in visitor records during these events.

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 Susan Holstrom, Principal The listed name must be the person who does the assessment. This can be a group project.	Date
Susan Holstrom, Principal Nadine Buries, Assistant Principal Wouter Crowder, Lead Custodian	12/1/25

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)

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.

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

	Assets	The campus remains secure throughout the school day, with all gates locked to maintain a safe and controlled environment. While parent involvement is encouraged, all visitors are required to check in through the Raptor System and scan valid identification upon entry. Regular volunteers must also complete Department of Justice background checks, which are processed and monitored by the district office. In alignment with SB 323, the plan integrates inclusive disaster protocols, ensuring that safety procedures are accessible and appropriately adapted for pupils with disabilities through site-wide discussion and planning.
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	Actions	Establish clear and efficient protocols for visitor check-in and student release during large campus events, including assemblies and performances, to maintain safety standards while reducing congestion and delays. Develop and implement streamlined visitor check-in and student release procedures for high-attendance events, such as assemblies and concerts, to ensure campus security while allowing for efficient parent access and student checkout.
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3.17 Anti-Harassment Procedure

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

Assessment performed by	Date
The listed name must be the person who does the assessment. Susan Holstrom, Principal	12/1/25

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

Assets/Suggested action plan(s)

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

	Assets All staff members have completed the required anti-harassment training in accordance with district policy. Training records are securely maintained in the site office. To support ongoing compliance with annual training requirements, the site utilizes the Alludo intranet platform, which tracks individual completion of required modules. This system also provides automated reminders to notify staff of upcoming deadlines and helps ensure all personnel remain current with mandated training expectations.
	Actions Provide opportunities for scenario-based conversations or case studies to help staff apply training principles to real-life situations in a school setting.

Section 3.18 – Dress Code – “Gang Related Apparel”

Assessment performed by The listed name must be the person who does the assessment.	Date
Nadine Buries, Assistant Principal	12/1/25

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 The school’s dress code policy clearly outlines expectations and prohibits gang-related or inappropriate attire, with observations showing strong student compliance. To maintain consistency, staff should periodically review the policy and report any significant violations to administration for proper follow-up and documentation.
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	Actions	To strengthen the effectiveness of the dress code policy, Sycamore will continue to improve communication and training for staff, students, and parents by emphasizing dress code definitions and expectations. Dress code violations will be recorded in Aeries for accurate tracking and accountability.
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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
Susan Holstrom	12/1/25

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	Staff members receive child abuse reporting training at the beginning of each school year through Alludo (Connect U). This platform ensures that all staff remain current with required training. The system also facilitates monitoring of compliance, ensuring that training standards are consistently met across the site.
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	Actions	Staff will be reminded annually that administration is available to provide guidance and support to promote confidence and consistency in reporting practices.
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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
Susan Holstrom, Principal	12/1/25

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	Sycamore maintains effective systems for responding to safety concerns and emergencies. Staff actively communicate concerns, work collaboratively during response efforts, and follow established safety and lockdown procedures.
Actions	Lockdown drills are scheduled as required. However, it would be beneficial to schedule lockdown drills during other times such as recess and lunch and during transitions. This will help students and staff know what to do if a lockdown happens outside the classroom and improve safety across campus.

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
Nadine Buries - Assistant Principal	12/1/25

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	In accordance with Education Code 49414.3 and UUSD Board Policy, Sycamore maintains functional opioid antagonists for emergency medical aid. This asset includes district-led staff training and a managed distribution system to ensure all Narcan kits are readily available, monitored for expiration, and replenished as needed to prevent life-threatening overdoses.
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Actions	The school health technician may work with the district nurse to schedule a Narcan training session for staff.
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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
Tiffani Mata, Health Tech	12/1/25

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? 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	Sycamore maintains a Comprehensive School Safety Plan that identifies leadership roles, such as the Medical Team Leader, and outlines emergency procedures including lockdown and medical response protocols. The school coordinates regularly with first responders, including the Upland Police Department and San Bernardino County Fire Department. District Health Services supports the site through credentialed school nurses who work closely with the health technician to ensure staff are prepared to respond effectively to medical situations.
Actions	Provide training for all staff in emergency medical response procedures (ie: CPR and first aid) to ensure all staff are familiar with current district protocols and best practices.

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.	
Susan Holstrom, Principal	12/1/25

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
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.
Actions	Ensure that administrators and front office staff are aware of up-to-date district policies and procedures. Establish a procedure that specifies that the principal or assistant principal to be the individuals who interact with immigration or customs officials on campus.

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
Susan Holstrom, Principal Jeannette Poot-May, Office Manager	12/1/25

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.

RESOURCE	TYPE	DESCRIPTION
School Safety Budget	FUNDING	EST \$ 600

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	
Crimes with case numbers are under 5 incidents. They include: Lewd Act Child Report, CPS Referrals (2).	Receive the crime report earlier as requested by Upland School District.
3.4 Tactical Response Plan Physical	

The school's tactical response plan uses the Run/Hide/Fight protocol to guide actions during an active threat. Individuals are trained to quickly assess the situation and evacuate the area if it is safe to do so (run). If evacuation is not possible, individuals should move to a secure location, lock doors, and barricade entry points (hide). As a last resort, if directly confronted and unable to escape or hide, individuals may take actions to protect themselves using available means (fight). Our school coordinates annually with the Upland Police Department to provide training on the tactical response plan. Teachers present this information to their students in an age-appropriate manner. Sycamore Elementary follows the district's threat assessment process, as outlined in district protocol, for any threat made against people or property. The threat assessment team includes, at minimum, school administration, a school mental health professional, and law enforcement, such as the School Resource Officer.	Maintain annual coordination with the Upland Police Department to implement Run/Hide/Fight training and ensure ongoing compliance of following district threat assessment procedures.
3.5 Lockdown Procedure Physical	
• Enhanced Communication: The use of the Raptor platform on all members' cell phones provides a significant improvement in communication capabilities during emergencies. Real-time information sharing, updates, and instructions can be rapidly disseminated to staff, improving situational awareness and response coordination. • Drill Documentation and Analysis: The platform's ability to record drills offers a valuable tool for documenting drill effectiveness, identifying areas for improvement, and tracking staff participation. This data can be used for post-incident reviews, training enhancements, and demonstrating compliance with safety regulations. • The Emergency GroupMe serves as a dedicated, real-time communication platform that connects administrators, staff, and parents during safety drills and actual emergencies. Its primary purpose is to ensure instant, reliable, and organized communication across all parties involved.	• Contingency Planning for Technology Failures: Reliance on cell phones and a digital platform creates a vulnerability to technology failures. We need to plan for times when technology might not work properly—such as poor cell service, internet outages, or device problems. The school should have backup communication methods and alternate ways to record drill information to ensure safety procedures can continue without interruption.
3.6 Disaster Plan, Incident Commander Physical	
Sycamore maintains operational readiness by strategically placing incident command radios, including both district-issued and site-based units, in the front office. Monthly testing of district radios ensures reliable functionality and consistent communication with UUSD emergency services. In addition, both the Incident Commander (IC) and Alternate Incident Commander have completed required NIMS/SEMS training, including ICS 100 and NIMS 700, providing a standardized framework for incident management and supporting effective coordination and communication during emergency situations.	Conduct annual staff training and practice scenarios to ensure proper use of emergency radios and familiarity with communication procedures
3.7 Disaster Plan, General Physical	
Click for Instructional Continuity Plan Sycamore Elementary maintains a legally compliant disaster plan, recently updated to include student reunification procedures, ensuring a more comprehensive approach to emergency response. The plan is reviewed regularly by	Sycamore seeks to strengthen emergency preparedness by ensuring all staff clearly understand their assigned disaster drill roles and expectations and are proficient in the effective use of two-way radios.

administration for continued effectiveness and compliance.	
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ASSETS	ACTIONS
3.8 Disaster Plan, Medical Team Physical	
Earthquake Preparedness: Having earthquake procedures in compliance with state law is crucial, given the location of Upland, California. This indicates a proactive approach to a common regional hazard. • Utility Shut-Off Knowledge: The presence of a map showing gas and water meter locations is important for quickly shutting off utilities in the event of a disaster, preventing further damage or hazards. • Classroom Disaster Supplies: Having a list of classroom disaster supplies and confirming that these supplies are in place and serviceable demonstrates a commitment to ensuring students and staff have access to essential resources during an emergency.	Classroom Supply Inventory and Rotation: A school-wide collection and redistribution system should be implemented to ensure equitable access to emergency supplies. All emergency materials should be collected, inventoried, and then dispersed to classrooms—including those without a rostered class such as RSP rooms and literacy labs—to ensure every occupied area is adequately equipped.
3.9 Disaster Plan, Search & Rescue Physical	
Sycamore maintains a comprehensive Search and Rescue Plan that is embedded within the school's General Disaster Plan. The plan includes all necessary forms and documentation to support implementation and accountability during an emergency response. Additionally, the Search and Rescue Plan is referenced and aligned with the school's Reunification Plan to ensure coordinated procedures and effective communication during post-incident operations.	Annually review and reinforce Search and Rescue procedures to ensure coordinated response and clear staff roles during emergency operations.
3.10 Disaster Plan, Reunification Physical	
Our school has a strong foundation for emergency response, as we already have clearly defined student release procedures outlined in our safety plan. Staff are familiar with these protocols, supported by up-to-date class rosters, emergency contact information, and a structured chain of command. These established practices help ensure a safe, accurate, and efficient student release process during emergencies.	We need to develop a comprehensive reunification plan and review all procedures with staff. This proactive approach will ensure the school can respond appropriately and effectively should students and staff need to evacuate and leave campus. It also provides clear, well-defined steps for safe evacuation and a coordinated reunification process, strengthening our overall readiness and campus safety.
3.11 Anti-Bullying Procedure Social / Physical	
Staff Bullying training provided through Alludo (Connect U). Teachers provide lessons on bullying. The district-adopted Social-Emotional Learning curriculum, Second Step, has anti-bullying lessons. Bullying Complaint forms are made available in the office and online, so complaints can be made. All complaints are responded to in a timely fashion. We need to ensure all teachers are implementing Second Step lessons within their classrooms. • Behavior and Anti-Bullying Assemblies conducted at the beginning of each school year to establish expectations and promote a positive school climate. • The school counselor facilitates anti-bullying lessons in each classroom appropriate for each grade level.	• Analyze bullying reports and survey data (ie Kelvin survey) to identify patterns or areas of concern, then address these issues. • Involve students and parents in ongoing discussions about bullying prevention efforts. • Evaluate the effectiveness of current anti-bullying programs. • Monitor that teachers are implementing Second Step Lessons in their classrooms.

• STOPit Anonymous Reporting System allows students to report concerns safely and confidentially. • Teacher SEL lessons that teach about inclusion, anti-bullying strategies to encourage kindness, and being empathetic towards others.	
3.12 Expulsion / Suspension / Discipline Social	
Sycamore maintains several strong systems that contribute to a positive and safe learning environment. The implementation of schoolwide PBIS provides students with clear expectations and consistent guidance, while the SEL curriculum supports the development of essential social and emotional skills. In addition, the wellness center and Tier 2 supports offer targeted interventions for students needing additional assistance. Together, these components form a solid foundation that promotes positive behavior and overall student well-being.	Sycamore needs to strengthen consistency within its Tier 1 PBIS foundation so that expectations and reinforcement are applied uniformly across all classrooms. This includes ensuring that all staff provide positive acknowledgments at similar rates. In addition, all classrooms need to create and post classroom matrices that align with schoolwide expectations. Consequences should also be applied consistently and predictably so students clearly understand behavioral expectations. Improving alignment and fidelity across all staff will help reduce behavioral incidents and support better student outcomes.
3.13 Notify Teachers of Dangerous Pupils Social	
Sycamore maintains a procedure for informing teachers annually of students with a history of suspensions or Education Code violations. These students are identified on both digital and printed rosters using a red “SSA” (Student Safety Alert) indicator or an asterisk (*), ensuring staff have appropriate situational awareness to provide targeted supervision and support.	Teachers may need to be reminded to sign up for a time to meet with administrators by sending out a google doc to sign up to meet to discuss any of the students on their rosters that are identified.

ASSETS	ACTIONS
3.14 Pesticides or Harmful Materials Within ¼ Mile of Campus Physical	
• Shelter-in-Place expectations are reviewed with staff and students at the start of each year, with drills scheduled throughout. Teachers reinforce procedures through stories, discussions, and practice to ensure preparedness.	The school will review the off-site evacuation plan to confirm procedures, meeting locations, and staff roles. Ensure all staff know how to shut down the HVAC system and seal doors and windows during weather-related shelter-in-place events.
3.15 Visitors on Campus Social / Physical	
Our campus remains secure throughout the school day, with all gates locked to maintain a safe environment. Public access during school hours is limited to the front office, ensuring all visitors are properly screened. While parent involvement is welcomed and encouraged, all visitors are required to check in through the Raptor System, presenting valid identification upon entry. In addition, regular volunteers must complete Department of Justice background checks, which are processed and verified through the district office. This comprehensive approach promotes a balance between school safety and community engagement.	The school will develop and implement a structured visitor tracking system for large campus events, such as holiday celebrations and assemblies, to ensure that all guests are properly accounted for while maintaining a safe and welcoming environment. Success will be measured by the consistent use of sign-in/out procedures and improved accuracy in visitor records during these events.
3.16 Safe Ingress / Egress Physical	

The campus remains secure throughout the school day, with all gates locked to maintain a safe and controlled environment. While parent involvement is encouraged, all visitors are required to check in through the Raptor System and scan valid identification upon entry. Regular volunteers must also complete Department of Justice background checks, which are processed and monitored by the district office. In alignment with SB 323, the plan integrates inclusive disaster protocols, ensuring that safety procedures are accessible and appropriately adapted for pupils with disabilities through site-wide discussion and planning.	Establish clear and efficient protocols for visitor check-in and student release during large campus events, including assemblies and performances, to maintain safety standards while reducing congestion and delays.
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3.17 Anti-Harassment/Discrimination Procedure **Social**

All staff members have completed the required anti-harassment training in accordance with district policy. Training records are securely maintained in the site office. To support ongoing compliance with annual training requirements, the site utilizes the Alludo intranet platform, which tracks individual completion of required modules. This system also provides automated reminders to notify staff of upcoming deadlines and helps ensure all personnel remain current with mandated training expectations.	The school will provide opportunities for scenario-based conversations or case studies to help staff apply training principles to real-life situations in a school setting.
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3.18 Dress Code/Gang Related **Social**

The school's dress code policy clearly outlines expectations and prohibits gang-related or inappropriate attire, with observations showing strong student compliance. To maintain consistency, staff should periodically review the policy and report any significant violations to administration for proper follow-up and documentation.	To strengthen the effectiveness of the dress code policy, Sycamore will continue to improve communication and training for staff, students, and parents, by emphasizing dress code definitions and expectations. Dress code violations will be recorded in Aeries for accurate tracking and accountability.
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3.19 Child Abuse Reporting **Social**

Staff members receive child abuse reporting training at the beginning of each school year through Alludo (Connect U). This platform ensures that all staff remain current with required training while providing accessible modules and tracking completion. The system also facilitates monitoring of compliance, ensuring that training standards are consistently met across the site.	Staff will also be reminded annually that administration is available to provide guidance and support to promote confidence and consistency in reporting practices.
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ASSETS	ACTIONS
3.20 Assess/Respond to Dangerous, Violent, Unlawful Acts on Campus Social / Physical	

Sycamore maintains clear threat assessment and emergency response procedures supported by trained staff, secure campus systems, and coordinated communication. All staff are responsible for promptly reporting concerns to administration, collaborating with law enforcement and mental health professionals as needed, and carrying out established lockdown and safety protocols to ensure a timely and appropriate response to potential threats.	Lockdown drills are practiced regularly, and staff are familiar with the procedures. However, it would be helpful to also practice drills during times like recess, PE, and transitions. This will help students and staff know what to do if a lockdown happens outside the classroom and improve safety across campus.
3.21 Opioid Overdose Procedure (Grades 7-12 Only) Social / Physical	
In accordance with Education Code 49414.3 and UUSD Board Policy, Sycamore maintains functional opioid antagonists for emergency medical aid. This asset includes district-led staff training and a managed distribution system to ensure all Narcan kits are readily available, monitored for expiration, and replenished as needed to prevent life-threatening overdoses.	The school health technician may work with the district nurse to schedule a Narcan training session for staff.
3.22 Procedure for Sudden Cardiac Arrest or Other Life-Threatening Emergency Social / Physical	
Sycamore maintains a Comprehensive School Safety Plan that clearly identifies leadership roles—such as the Medical Team Leader—and outlines required emergency procedures, including lockdown and medical response protocols. Sycamore also maintains ongoing coordination with first responders, including the Upland Police Department and San Bernardino County Fire Department , as documented in the site safety plan. The district's Health Services Department supports Sycamore by providing credentialed school nurses who collaborate with the site's health technician to equip staff with the knowledge and resources needed for effective first aid, triage, and medical response, thereby strengthening the school's overall emergency preparedness.	Provide training for all staff in emergency medical response procedures (ie: CPR and first aid) to ensure all staff are familiar with current district protocols and best practices.

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.

Goal 1

Sycamore Leader In Me Academy will enhance staff understanding of disaster procedures by providing clear role assignments and detailed descriptions, followed by a review of these responsibilities with staff. Expectations and procedures for drills will also be clearly communicated to promote consistency and reduce confusion during implementation. Additionally, the school will schedule a campus-wide walkie-talkie practice session to ensure all staff members are confident and proficient in using communication devices during emergencies.

Section 5.1.1 - Action Plans for “People” Goal

Task	Person	Due Date
Define and Distribute Roles and Responsibilities	Admin/Safety Team	September 2025
Review Site Safety Plan	AP/Safety Team	Oct./Nov. 2025
Review Disaster Roles, Procedures and Expectations With Staff	Admin/Safety Team	Beginning of Each School Year
Communicate Drill Protocols and Expectations/Review before drills	Admin/Safety Team	Beginning of Each School Year/Review as needed
Schedule and facilitate a walkie-talkie practice session(s)	Admin/Office Manager/Safety Team	Feb. 2026/then at the beginning of each school year/ then as needed.

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.

Goal 2:

Sycamore Leader In Me Academy will develop a comprehensive Reunification Plan that identifies two designated evacuation locations for staff and students during an emergency. The plan will include clear, consistent parent check-out and student release procedures to ensure a safe, efficient, and well-coordinated reunification process.

Section 5.2.1 Action Plans for “Place” Goal

Task	Person	Due Date
Identify off-campus evacuation locations	AP/Safety Team	Nov. 2025
Review Site Safety Plan	AP/Safety Team	Oct./Nov. 2025
Develop Reunification Plan Procedures (refer to Emergency Preparedness Plan) - develop evacuation/reunification map	Safety Team	Nov. 2025
AP Drafts Plan and Safety Team Reviews & Approves	AP/Safety Team	December 2025
Review Reunification Plan with Staff	Safety Team	Jan/Feb. 2026

Step Six – Share & adopt the plan

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

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
	1/26/26

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
	1/26/26

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