

SCHOOL	Upland Elementary School
SCHOOL YEAR	2026-2027
PRINCIPAL	Tanisha Hawkins

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:

During the 2026-2027 school year, Upland Elementary will focus on updating and adjusting the campus to create safe and productive spaces for younger students, including perimeter fencing, facilities such as bathrooms, and ingress and egress pathways.

Goal 2:

During the 2026-2027 school year, Upland Elementary will develop and implement programs to develop social skills and conflict management strategies for students, including developing additional structured activities for students during recess and lunch.

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

The Template

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

Planning Due Dates

There are two mandatory due dates in Education Code:

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

Planning Timeline

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

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

COMPREHENSIVE SCHOOL SAFETY PLAN – EXECUTIVE SUMMARY

School Name	Upland Elementary School
Principal	Tanisha Hawkins
School year Plan is for the upcoming school year	2026-2027

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

Step One We Identified our safety committee

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

- Our Mission Statement and existing safety practices.

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

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

Step Four We identified areas of desired change.

- Data-driven analysis towards improvement.

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

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

Step Six We shared and adopted the plan.

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

Step Seven We will continue to evaluate and revise the plan

Step 1 – Identify the committee

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

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
Tanisha Hawkins		Administrator
Amber Krohn		Medical Team Leader
David Bachmann		Facilities
Tiffany Kunzelman		Search & Rescue Lead
Geogino Zamudio		Facilities
Lizette Lechuga		Reunification Lead
Valerie Castruita		Reunification Lead
Vicki Kawasaki		Certificated

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

School Mission Statement

Upland Elementary believes that every child has the potential to excel and accomplish great things.

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.

Upland Elementary opened in 1939, making it the oldest school in the Upland Unified School District. This gives it the distinction of being one of the most historical buildings in Upland. Upland Elementary is surrounded by apartments, single-family homes, the city post office as well as Upland Junior High and downtown Upland. We are a TK-6th grade school with 425 students enrolled. We most recently were awarded platinum recognition for our work with Positive Behavioral Interventions & Supports (PBIS). Our PBIS framework and practices are founded on the belief that all children can exhibit appropriate behavior. As a site, we focus on best practices to intervene, teach and support targeted behavior expectations.

Upland Elementary is located in the southern part of Upland. It is also home to the Upland Unified Support Services program where counseling and additional support is offered to our families. We are next to Upland Junior High. Upland Elementary is the center of a racially and socioeconomically diverse neighborhood. Our students come from single family homes, and apartments. We are less than a mile from downtown Upland, a fire department and city post office. Upland Elementary is over 87 years old and the first elementary school in Upland. We have 13 classrooms, a library and Wellness Center. We also have a cafeteria and celebrate students in our breathtaking auditorium. Character Trait murals line the halls and additional portables are used to house our students in the after-school programs. The rich history of Upland Elementary is preserved in its character and charm. Upland Elementary consists of one main building, a cafeteria, auditorium, library and two portables. The front office houses a foyer, health office and three main administrative offices. The main corridor connects all permanent classrooms and leads to the playground and main exterior corridors. Outside, there is a large blacktop area and one main field for students. On the playground, students have access to basketball courts, handball courts, foursquare, volleyball and tetherball. Upland Elementary is enclosed by a fence with gates that are kept locked during school hours. During the school day, staff members and administrators provide campus supervision. Identified problem areas receive increased supervision to reduce discipline or other school safety concerns.

Safety Team's Safe School Vision

A brief statement detailing a stakeholder-based perspective of what constitutes a safe campus

Our school is committed to fostering a safe, calm, and prepared learning environment for all TK–3 students. By prioritizing campus safety, age-appropriate emergency planning, and strong partnerships with families and staff, we ensure every child is cared for, protected, and ready to learn each day.

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

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.	
Tanisha Hawkins	2/24/26

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
CPS Referral	3
Burglary	1
Battery	1
Distrurbance	1

Assets/Suggested action plan(s):

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

Assets	Upland elementary maintains a safe and orderly campus, and experienced very little disruption from criminal activity in the neighborhood.
Actions	Evaluate the existing safety infrastructure on the campus, including perimeter fencing, ingress and egress gates, and evacuation pathways to ensure that all safety features and plans are well suited to younger students.

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
Tanisha Hawkins	2/24/26

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

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

Assets/Suggested action plan(s)

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

Assets	The tactical response plan for schools employing the run/hide/fight protocol prioritizes swift action and decisive decision-making in the face of an active threat. In the event of an emergency, individuals are instructed to assess their surroundings and, if safe to do so, evacuate the premises (run). If evacuation is not possible, individuals should seek refuge in a secure location, locking doors and barricading entry points (hide). As a last resort, if confronted directly by the threat and unable to escape or hide, individuals are empowered to defend themselves using any available means (fight). Our school coordinates with Upland PD to provide training in the tactical response plan once a year. Teachers deliver this information to students in an age-appropriate manner. In addition, school resource officers deliver an in-person training to all students at the secondary level once per year. All schools utilize a threat assessment process for any threat made to persons or property. The threat assessment team consists of consultation with, at minimum, administration, a school mental health professional, and law enforcement.
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	Actions	Upland Elementary will coordinate with Upland PD to develop and implement an updated tactical response plan based on updated school boundaries, perimeter fencing, and public entrance points.

3.5 – Lockdown Plan

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

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

Assessment performed by The listed name must be the person who does the assessment.	Date
Tanisha Hawkins	2/24/26

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

Does the school have a lock down procedure? If not, add "create procedure" as a suggested action plan. If yes, review the procedure and proceed to the next questions.	YES
Does the procedure include redundant announcements? Redundant announcements refer to multiple ways of signaling a lockdown, such as bells, PA systems, flashing lights and any other means of campus mass communications. If the answer is no, suggest adding redundant announcements as an action plan.	YES
Does the procedure include documentation/review of drills/events? Dates/times of drills must be documented. A drill review would include information from staff, visitors, and when age-appropriate, from students. Include information related to how effective the drill was. If the answer is no, suggest adding an after-drill review.	YES

Assets/Suggested action plan(s)

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

	Assets	Upland Elementary has a thorough lockdown protocol in the Emergency Preparedness Plan and does regular drills to train staff and students on protocols for lockdown and shelter in place.
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	Actions	Additional drills will be added during the 2026-2027 school year to ensure all protocols are well suited to younger students and that students are confident in what to do during a lockdown or shelter in place.
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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 The listed name must be the person who does the assessment.	Date
Tanisha Hawkins	

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)

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

	Assets	The responsibilities of the Incident Commander are well defined in the Emergency Preparedness Plan.
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	Actions	Additional training for the Incident Commander on crisis response and disaster response protocols.
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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.	
Tanisha Hawkins	2/24/26

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 shelters for students and staff? If no, add as a suggested action plan. If yes, when was it last updated?	YES
Is the campus in a “high fire hazard severity zone?” If yes, is there an identified refuge shelter and communications plan in the event of an early evacuation warning?	NO
Is there a map showing the location of gas and water shut off valves, fire sprinkler shut off valves, and electrical panels? If no, add "create maps" as a suggested action plan. If yes, when was it last updated?	YES
Is there a list of classroom disaster supplies? If no, add “create a list of classroom disaster supplies” as a suggested action plan. If yes, answer the next questions.	YES
Are classroom supplies in place and serviceable? If no, add "update supplies" as a suggested action plan.	YES
Is there a procedure to routinely check for non-structural dangers? Non-structural dangers include, but are not limited to, heavy objects in high places, untethered bookcases/shelving, and situations presenting otherwise avoidable injuries.	YES

Assets/Suggested action plan(s)

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

Assets	All classrooms are equipped with disaster supplies. The staging area and evacuation routes have been updated for the new perimeter of the campus.
Actions	Evaluate updated protocols during drills to ensure that they are appropriate for younger students and adjust protocols as needed throughout the year.

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.	
Tanisha Hawkins	2/24/26

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

Is there a written disaster procedure for the campus medical team? If no, add "prepare written medical team procedure" as suggested in the action plan. If yes, go to the next question.	YES
Are there training requirements in the procedure? If no, add "training requirements" to the suggested action plans. If yes, go to the next question	NO
Are medical team members trained in 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	A medical response plan and trained staff are in place and documented in the emergency preparedness plan. The plan also contains information about first aid and CPR for both trained and untrained staff in case of an emergency.
Actions	Review medical supplies in the main office and in the emergency supply bin. Develop and implement a training protocol for medical team members.

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
Tanisha Hawkins	2/24/26

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

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

Assets/Suggested action plan(s)

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

Assets	Search and Rescue team members are identified and trained. Information on safe lifts and movement of victims is established in the preparedness plan.
Actions	Conduct ongoing training for new and returning Search & Rescue team members. Incorporate search and rescue practice into at least one drill during the 2026-2027 school year.

3.10 Disaster Plan – Reunification Team

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

including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by The listed name must be the person who does the assessment.	Date
Tanisha Hawkins	2/24/26

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	A reunification plan, including associated forms and a comprehensive list of required supplies, has been developed and was fully implemented this year.
Actions	Train new staff on reunification protocols. Provide information to students and families about off-site locations and protocols.

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
Tanisha Hawkins	2/24/26

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	Response to bullying and harassment incidents reported to the office is well established in the office discipline protocols, and response and enforcement is strict and consistent. Teachers and administration are receiving training in restorative practices.
Actions	Additional training and expectations for teachers in effective strategies for managing bullying and harassment incidents in classrooms, with a focus on methods to recognize and intervene on lower-level students behavior before it becomes bullying or harassment.

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
Tanisha Hawkins	2/24/26

Review the numbers/reasons for the previous two years of expulsions. 2024-2025, No expulsions 2023-2024, No expulsions
Review the numbers/reasons for the previous two years of suspensions. 2024-2025, No suspensions 2023-2024, 6 (inappropriate physical contact)
Review the numbers/reasons for the previous two years of disciplinary office referrals.

2024-2025, 35 (other behavior/inappropriate physical contact)
2023-2024, 29 (other behavior/inappropriate physical contact)

Do any of these comparisons suggest a trend?

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

There is a positive trend in reducing suspensions and maintaining zero expulsions, which suggests effective intervention systems. The slight increase in office referrals may reflect better documentation and earlier intervention rather than worsening behavior. Continued focus on proactive SEL instruction and structured supervision will help sustain and improve outcomes.

Assets/Suggested action plan(s)

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

Assets	The school has maintained zero expulsions for the past two years and reduced suspensions to zero in 2024–2025, demonstrating strong prevention, supervision, and early intervention systems that effectively address student behavior before it escalates
Actions	The school will continue to strengthen proactive supports by providing targeted social-emotional learning focused on personal space, conflict resolution, and appropriate peer interactions, while closely monitoring office referral data to identify patterns and implement timely interventions.

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
Tanisha Hawkins	2/24/26

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

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

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

Assets	All schools notify teachers pursuant to this law by following a standard operating procedure (Describe).
Actions	Continue to implement existing protocols

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
Tanisha Hawkins	2/24/26

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	Shelter in Place protocols are established in the Emergency Preparedness Plan, which can be utilized in the event of an industrial accident or chemical spill affecting the campus.
Actions	Upland Elementary will clarify the distinctions between "shelter-in-place" and "lockdown" procedures for staff and students and run drills to ensure that all students and staff are trained in both protocols.

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
Tanisha Hawkins	2/24/26

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.	Completed 2/23/26

Assets/Suggested action plan(s)

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

Assets	Visitor management employs the Raptor system for check-in, with controlled ingress and egress points. Visitors are kept separate from students until positively identified via Raptor. Staff members wear visible identification badges.
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Actions	Clarify and document procedures for staff ID badges, including all Upland Elementary staff and visiting District Office staff.
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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
Tanisha Hawkins	2/24/26

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
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Assets/Suggested action plan(s)

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

Assets	Ingress and egress locations are established in the emergency preparedness plan in the case of an emergency evacuation. Daily protocols for ingress and egress are managed by school staff and clearly communicated to students.
Actions	Conduct staff training on updated ingress and egress protocols based on new school perimeters and conduct drills to train staff and students on safe access of egress points during an evacuation.

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.	
Tanisha Hawkins	2/24/26

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

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

Assets	Training module provided through Alludo (Connect U). In addition to the asynchronous training, Upland Elementary staff also received training during the August Beginning of the Year staff meeting.
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	Actions	Continue annual training for staff.
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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
Tanisha Hawkins	2/24/26

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	Upland Elementary has only minimal issues in the area of dress code compliance in general and as related to gang related apparel. The dress code expectation is thoroughly shared with students and parents.
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	Actions	Continue to strictly enforce gang attire expectations with students. Collaborate with School Resource Officers to keep staff aware of any new elements of gang attire that may affect the campus.
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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
Tanisha Hawkins	2/24/26

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	Training is provided through Alludo (Connect U)
Actions	Ensure compliance with the required Mandated Reporter training as established by the District.

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
Tanisha Hawkins	2/24/26

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
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	Staff can report threats to school administration through various means, including verbally, email, phone, or text. A formal threat assessment protocol created by the District is available to administration, who have been trained on its use.
Actions	Annual refresher training for administration on use of the Threat Assessment Protocol, and annual refresher training for staff on expectations and mechanisms for reporting threats.

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
Tanisha Hawkins	2/24/26

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:	N/A
Are key staff trained in the procedure?	N/A
If the procedure includes specific forms or equipment are the forms and equipment in place in good working order.	N/A

Assets/Suggested action plan(s)

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

Assets	UUSD Board Policy states any trained District staff member shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3) Superintendent or designee shall train and distribute Narcan Kits to District staff and replace them if used or expired.
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	Actions	Train additional staff in Naloxone administration as needed. Annually verify that stored naloxone is within the expiration date for use.
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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
Tanisha Hawkins	2/24/26

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	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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	Actions	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

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
Tanisha Hawkins	2/24/26

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

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

Assets/Suggested action plan(s)

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

Assets	BP 5145.13 and AR 1445 clearly outline written procedures for compliance with this law.
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
Tanisha Hawkins	2/24/26

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 \$1500
Parent Group(s)	FUNDING	EST \$0
Other funding sources	FUNDING	EST \$0

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	
Upland elementary maintains a safe and orderly campus, and experienced very little disruption from criminal activity in the neighborhood.	Evaluate the existing safety infrastructure on the campus, including perimeter fencing, ingress and egress gates, and evacuation pathways to ensure that all safety features and plans are well suited to younger students.
3.4 Tactical Response Plan Physical	
The tactical response plan for schools employing the run/hide/fight protocol prioritizes swift action and decisive decision-making in the face of an active threat. In the event of an emergency, individuals are instructed to assess their surroundings and, if safe to do so, evacuate the premises (run). If evacuation is not possible, individuals should seek refuge in a secure location, locking doors and barricading entry points (hide). As a last resort, if confronted directly by the threat and unable to escape or hide, individuals are empowered to defend themselves using any available means (fight). Our school coordinates with Upland PD to provide training in the tactical response plan once a year. Teachers deliver this information to students in an age-appropriate manner. In addition, school resource officers deliver an in-person training to all students at the secondary level once per year. All schools utilize a threat assessment process for any threat made to persons or property. The threat assessment team consists of consultation with, at minimum, administration, a school mental health professional, and law enforcement.	Upland Elementary will coordinate with Upland PD to develop and implement an updated tactical response plan based on updated school boundaries, perimeter fencing, and public entrance points.
3.5 Lockdown Procedure Physical	
Upland Elementary has a thorough lockdown protocol in the Emergency Preparedness Plan and does regular drills to train staff and students on protocols for lockdown and shelter in place.	Additional drills will be added during the 2026-2027 school year to ensure all protocols are well suited to younger students and that students are confident in what to do during a lockdown or shelter in place.
3.6 Disaster Plan, Incident Commander Physical	
The responsibilities of the Incident Commander are well defined in the Emergency Preparedness Plan.	Additional training for the Incident Commander on crisis response and disaster response protocols.

3.7 Disaster Plan, General **Physical**

All classrooms are equipped with disaster supplies. The staging area and evacuation routes have been updated for the new perimeter of the campus.

Evaluate updated protocols during drills to ensure that they are appropriate for younger students and adjust protocols as needed throughout the year.

ASSETS

ACTIONS

3.8 Disaster Plan, Medical Team **Physical**

A medical response plan and trained staff are in place and documented in the emergency preparedness plan. The plan also contains information about first aid and CPR for both trained and untrained staff in case of an emergency.

Review medical supplies in the main office and in the emergency supply bin. Develop and implement a training protocol for medical team members.

3.9 Disaster Plan, Search & Rescue **Physical**

Search and Rescue team members are identified and trained. Information on safe lifts and movement of victims is established in the preparedness plan.

Conduct ongoing training for new and returning Search & Rescue team members. Incorporate search and rescue practice into at least one drill during the 2026-2027 school year.

3.10 Disaster Plan, Reunification **Physical**

A reunification plan, including associated forms and a comprehensive list of required supplies, has been developed and was fully implemented this year.

Train new staff on reunification protocols. Provide information to students and families about off-site locations and protocols.

3.11 Anti-Bullying Procedure **Social / Physical**

Response to bullying and harassment incidents reported to the office is well established in the office discipline protocols, and response and enforcement is strict and consistent. Teachers and administration are receiving training in restorative practices.

Additional training and expectations for teachers in effective strategies for managing bullying and harassment incidents in classrooms, with a focus on methods to recognize and intervene on lower-level students behavior before it becomes bullying or harassment.

3.12 Expulsion / Suspension / Discipline **Social**

The school has maintained zero expulsions for the past two years and reduced suspensions to zero in 2024–2025, demonstrating strong prevention, supervision, and early intervention systems that effectively address student behavior before it escalates

The school will continue to strengthen proactive support by providing targeted social-emotional learning focused on personal space, conflict resolution, and appropriate peer interactions, while closely monitoring office referral data to identify patterns and implement timely interventions.

3.13 Notify Teachers of Dangerous Pupils **Social**

All schools notify teachers pursuant to this law by following a standard operating procedure (Describe).

Continue to implement existing protocols

ASSETS	ACTIONS
3.14 Pesticides or Harmful Materials Within ¼ Mile of Campus Physical	
Shelter in Place protocols are established in the Emergency Preparedness Plan, which can be utilized in the event of an industrial accident or chemical spill affecting the campus.	Upland Elementary will clarify the distinctions between "shelter-in-place" and "lockdown" procedures for staff and students and run drills to ensure that all students and staff are trained in both protocols.
3.15 Visitors on Campus Social / Physical	
Visitor management employs the Raptor system for check-in, with controlled ingress and egress points. Visitors are kept separate from students until positively identified via Raptor. Staff members wear visible identification badges.	Clarify and document procedures for staff ID badges, including all Upland Junior staff and visiting District Office staff.
3.16 Safe Ingress / Egress Physical	
Ingress and egress locations are established in the emergency preparedness plan in the case of an emergency evacuation. Daily protocols for ingress and egress are managed by school staff and clearly communicated to students.	Conduct staff training on updated ingress and egress protocols based on new school perimeters and conduct drills to train staff and students on safe access of egress points during an evacuation.
3.17 Anti-Harassment/Discrimination Procedure Social	
Training module provided through Alludo (Connect U). In addition to the asynchronous training, Upland Elementary staff also received training during the August Beginning of the Year staff meeting.	Continue annual training for staff.
3.18 Dress Code/Gang Related Social	
Upland Elementary has only minimal issues in the area of dress code compliance in general and as related to gang related apparel. The dress code expectation is thoroughly shared with students and parents.	Continue to strictly enforce gang attire expectations with students. Collaborate with School Resource Officer to keep staff aware of any new elements of gang attire that may affect the campus.
3.19 Child Abuse Reporting Social	
Training is provided through Alludo (Connect U)	Ensure compliance with the required Mandated Reporter training as established by the District.
ASSETS	ACTIONS
3.20 Assess/Respond to Dangerous, Violent, Unlawful Acts on Campus Social / Physical	

Staff can report threats to school administration through various means, including verbally, email, phone, or text. A formal threat assessment protocol created by the District is available to administration, who have been trained on its use.	Annual refresher training for administration on use of the Threat Assessment Protocol, and annual refresher training for staff on expectations and mechanisms for reporting 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.	Train additional staff in Naloxone administration as needed. Annually verify that stored naloxone is within the expiration date for use.
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 the 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
Additional training for the Incident Commander on crisis response and disaster response protocols.	Tanisha Hawkins	12/1/26

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
Update emergency equipment & supplies for each campus classroom	Tanisha Hawkins	12/1/26

Step Six – Share & adopt the plan

[LINK TO MEETING INVITE](#)
[LINK TO SSC AGENDA WHERE PLAN WAS APPROVED](#)

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
	02-25-26

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
	02-25-26

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