



Comprehensive School Safety Plan 2026-2027

SCHOOL	Valencia Elementary
SCHOOL YEAR	2026/2027
PRINCIPAL	Allyson Wisz

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: Valencia will sustain a sense of safety across campus by ensuring there is (1) a clearly defined emergency plan with clear communication to staff and the community, (2) annual staff training in their safety responsibilities, (3) fidelity checks for visitor procedures and securing the perimeter of the campus, and (4) anti-bullying education and clubs.

Goal 2: Update physical resources to ensure the campus is secure and visible on surveillance systems and everyone on campus receives clear communication during an emergency.

FOR ADMINISTRATIVE USE ONLY

Procedure for Comprehensive Safe School Plans	Policy # 0450
Plan adopted by the school site on:	January 13, 2026
Plan approved by the district or governing board on:	
Plan shared with LE and FD on:	

Safety is a Process

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

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

Planning Due Dates

There are two mandatory due dates in the 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 a 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	Valencia Elementary
Principal	Allyson Wisz
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	N/A	
Schoolsite Council / Safety Planning Committee Members		
Name		Title
Allyson Wisz		Principal
Sarah Stoner		Certificated
Kathryn Coker		Classified
Sophia Boresoff		Parent
Jennifer Garro		Parent
Danika Kime		Parent
Kelly Lott		Parent
Caitlin Lopez		Parent
Genni Proglia		Parent
n/a		Student (If applicable)

Jessica Martinez	Medical Team Leader
Kathryn Coker	S&R Team Leader
Isabella Chiang (Sara Domonoske, Interim)	Reunification Team Leader

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

School Mission Statement

Valencia Elementary School is dedicated to promoting academic achievement and positive social behavior by creating a safe, nurturing community of students, staff, and families. We exist to help students learn, grow, and become good citizens.

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.

- Site Safety Team meets monthly
- Monthly emergency drills: fire (monthly), earthquake (quarterly), shelter-in-place/lockdown (trimesterly)
- Secure, closed campus with site cameras and lock blocks on doors
- Volunteer background check and Raptor sign-in system
- Social Emotional Learning (SEL) curriculum, Second Step
- Positive Behavior Intervention and Supports (PBIS) Gold school with a dedicated Tier 2 Wellness Center that offers SEL check-ins, check-in check-out, and social skills groups.
- School counselor on campus two days per week, with additional staff members trained in risk and threat assessment protocols

Safety Team's Safe School Vision

A safe school environment at Valencia Elementary means everyone- students, staff, and families - feels physically secure and emotionally supported. We maintain this through proactive risk mitigation, transparent communication, and consistent emergency readiness, ensuring a climate where all can learn and thrive.

Step Three – Gather & assess school crime and safety data

3.1 - Safety Policies and Procedures

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

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

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

Section 3.2 – Step Three: Task Log

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

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

3.3 – Assessment of Campus Crime

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

Assessment performed by	Date
Allyson Wisz	1/6/26

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

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

Type of crime

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

TYPE	NUMBER
Traffic Stop	1
Citizen Contact	2
CPS Referral	2
Extra Patrol	6
Patrol Request	5

Assets/Suggested action plan(s):

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

Assets	- December 2025 Kelvin Student Perception Survey: 87% of students report that they feel safe at school and 75% of students report that they know who to talk to at school if they are feeling unsafe. - StopIt and a Bullying Google Form allow students and families to report incidents and request help.
--------	--

Actions	December 2025 Kelvin Student Perception Survey: 72% of students report that during the last 30 days someone called them mean names or teased them; 77% of students report that during the last 30 days someone intentionally pushed, hit, or kicked them to be mean or out of anger. Continue to implement PBIS core practices, teach SEL weekly lessons, and review expectations schoolwide regularly.
---------	---

3.4 – Tactical Response Plan

This assessment is 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
Allyson Wysz, Principal	10/21/25

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 lockdown 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 to ensure the school’s efforts are coordinated with responder efforts.	YES
If active shooter drills are conducted, are they performed in accordance with EC32282(K) trauma-based approach?	UUSD does not conduct armed assailant drills

Assets/Suggested action plan(s)

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

Assets	The tactical response plan for schools employing the run/hide/fight protocol prioritizes swift action and decisive decision-making in the face of an active threat. In the event of an emergency, individuals are instructed to assess their surroundings and, if safe to do so, evacuate the premises (run). If evacuation is not possible, individuals should seek refuge in a secure location, locking doors and barricading entry points (hide). As a last resort, if confronted directly by the threat and unable to escape or hide, individuals are empowered to defend themselves using any available means (fight). Our school coordinates with Upland PD to provide training in the tactical response plan once a year. Teachers deliver this information to students in an age-appropriate manner. In addition, school resource officers deliver an in-person training to all students at the secondary
--------	---

	level once per year. All schools utilize a threat assessment process for any threat made to persons or property. The threat assessment team consists of consultation with, at a minimum, administration, a school mental health professional, and law enforcement.
--	---

Actions	Create an accountability system for teaching students the “red card protocol,” which is a system for communicating with students who are out in the field when there is an emergency on campus, and they need to evacuate the field to a safe, indoor location.
---------	---

3.5 – Lockdown Plan

This assessment is 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
Sarah Stoner, Teacher	10/21/25

The purpose of this assessment is to ensure the school is taking all reasonable steps to be prepared for a lockdown scenario.

Does the school have a lockdown procedure? If no, add "create procedure" as a suggested action plan. If yes, review the procedure and proceed to the next question.	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	- Each classroom has a red backpack and red binder with handbook, maps, and one-pager safety plans. - Notification systems include PA, Raptor, and GroupMe text messaging.
--------	---

Actions	Increase redundant communication, including a system for notifying students and staff out on the playground.
---------	--

3.6 Disaster Plan – Incident Commander

This form is 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
Allyson Wisz, Principal	10/21/25

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

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

Assets/Suggested action plan(s)

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

Assets	- Attendance forms and line supervisors are in place. - Emergency forms (class maps, staff emergency roles) are updated annually in August. - Classrooms have supply carts, and the site has emergency bins located on the playground.
---------------	--

Actions	Research NIMS/SEMS training opportunities and offer to staff
----------------	--

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
Allyson Wisz, Principal	10/21/25

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

Assets/Suggested action plan(s)

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

Assets	Click for Instructional Continuity Plan - Annual campus walk-throughs are conducted by District Maintenance & Operations as well as the Fire Marshall for safety look-fors. - Custodians regularly walk the campus and address safety concerns. At the start of each school day, a staff member verifies that all entrance gates are secure and closed. - Emergency cards are printed and stored in the office and in classroom emergency backpacks. - There is a list of supplies for each of the safety teams, and safety teams convene each August to review roles and supplies.
--------	--

Actions	- Re-communicate with the church about being our shelter for students and staff. - Inquire about a second shelter option. - Practice “Red Card” scenarios with students so we are prepared during non-instructional time.
---------	---

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
Jessica Martinez, Health Technician	10/21/25

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 the 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 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 areas of desired change.

Assets	- Pursuant to Ed Code 32282, "a comprehensive school safety plan, and the school safety plan of a charter school, for a school serving pupils in any of grades 7 to 12, inclusive, to include the development of a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose." - UUSD Board Policy states any trained District staff member shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3) - Superintendent or designee shall train and distribute Narcan Kits to District staff and replace them if used or expired. - The following individuals are trained: - For the district: Campus safety, health techs, and administrators as of 2025. - At Valencia: health tech, administrators, and district RNs - Naloxone is present on campus in the health office - A trauma kit was placed in every classroom and regularly-used indoor space. Staff were trained on trauma kits, including the use of tourniquets, during the 2024-2025 school year.
--------	--

Actions	- Look into additional tourniquet training. - Work with the district to provide optional AED training.
---------	---

3.9 – Disaster Plan – Search and Rescue

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

Assessment performed by	Date
-------------------------	------

Kathryn Coker, Lit Lab Paraeducator	10/21/25
-------------------------------------	----------

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

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

Assets/Suggested action plan(s)

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

Assets	Search and Rescue team and supplies are in place. The team meets and practices annually. The team took inventory at a staff meeting on 12/2/24 to update backpacks with color-coded maps and supplies; safety team parent volunteers did a backpack inventory in the Fall of 2025.
Actions	- Create a system and schedule for the Search and Rescue team members to be trained in the Lifts and Carries procedures. - Provide the Search and Rescue team with a supply of green and red door tags to label each room that they search.

3.10 Disaster Plan – Reunification Team

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

Assessment performed by	Date
Sara Domonoske, Interim Assistant Principal	11/18/25

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

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

Assets/Suggested action plan(s)

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

Assets	- A reunification team is in place. - Student emergency cards are printed and filed at the beginning of each year, and a system is in place to update them as new students enroll. - New signage was purchased to communicate locations for student requests and student pick-up.
Actions	Notify families annually of reunification plan and locations.

3.11 Anti-Bullying Procedure

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

Assessment performed by	Date
Allyson Wisz	11/18/25

The purpose of this assessment is to ensure all staff have met minimum training requirements and to look for trends. Before this assessment, review the 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
---	-----

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

Formal bullying report submissions through Google Form and StopIt:

22/23: 2 and n/a

23/24: 4 and 6

24/25: 1 and 9

Number of bullying violations in Assertive Discipline:

22/23: 4

23/24: 18

24/25: 14

Kelvin's perception survey data suggests that students perceive bullying to be a problem; however, the number

of formal bullying reporting forms is low. There has been an update to the bullying question on the Kelvin survey that will be administered in December 2025. The question now reads: During the past 30 days, I have experienced the following at school:

- Someone intentionally pushed, hit, or kicked me to be mean or out of anger. (Dec. 2025: 23% responded yes)
- Someone called me mean names or teased me. (Dec. 2025: 28% responded yes)
- Someone spread rumors or lies about me. (Dec. 2025: 20% responded yes)
- Someone left me out on purpose. (Dec. 2025: 17% responded yes)

Assets/Suggested action plan(s)

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

Assets	• Staff Bullying training provided through Alludo (Connect U) • Stopit Anonymous reporting • SEL/Wellness Center • Student anti-bullying presentation and assembly • Kelvin Survey of students • The school counselor provides lessons in classrooms • Individual student interventions, including anti-bullying videos and lessons • January Kindness Challenge and activities • Kindness Crew events throughout the year
---------------	--

Actions	• Conduct student focus groups to gather insights into problems and brainstorm solutions. • Students do not feel they treat each other well, so there is a need to continue to teach students empathy and build community through SEL to increase the students' sense of connection. Counselor or administration to teach kindness or anti-bullying lessons once per trimester in each classroom.
----------------	--

3.12 Procedures for Expulsion, Suspension, and School Discipline

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

Assessment performed by	Date
Allyson Wysz, Principal	11/18/25

Review the numbers/reasons for the previous two years of expulsions. 21/22: 0 expulsions 22/23: 0 expulsions 23/24: 0 expulsions 24/25: 0 expulsions	
Review the numbers/reasons for the previous two years of suspensions. 21/22: 5 suspensions 22/23: 7 suspensions 23/24: 19 suspensions 24/25: 16 suspensions	
Review the numbers/reasons for the previous two years of disciplinary office referrals. 21/22: 18 referrals 22/23: 51 referrals	

23/24: 106 referrals 24/25: 82 referrals

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 an increase in office-handled discipline over the past two school years. Data suggests that physical injury/physical contact on the playground is the biggest problem in the 24/25 school year. Additionally, Tuesdays and Wednesdays are the days with the most incidents.

Assets/Suggested action plan(s)

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

Assets	- Peaceful Playground games are shared on Tuesdays in the Morning Message. - Mileage Club on Mondays and Thursdays, Craft and Conversations lunch activities on Fridays, and the library is open during lunchtime. - Providing other structured recess games: flag football and whiffle ball - Restorative practices and other means of correction are consistently implemented to support students with behavior needs. All teachers were trained in Restorative Practices by 01/30/24. A team of teachers and administrators meets monthly to review discipline data, watch for trends, and plan for interventions to address areas of need.
---------------	---

Actions	- Paint Peace Pathway on the blacktop and train staff on how to implement this strategy. - Family and student perception survey results don't match: students think bullying and safety are a bigger problem than families report. Communicate discipline policies clearly to families and students.
----------------	---

Section 3.13 – Procedure to Notify Teachers of Dangerous Students

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

Assessment performed by	Date
Allyson Wisz, Principal	11/18/25

The teacher must be informed of each pupil who 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

Assets/Suggested action plan(s)

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

Assets	- The office notifies teachers pursuant to this law by following a district Standard Operating Procedure for notifying staff using Aeries (asterisks on roster). - Staff members sign a document stating that they are aware of their right to review student files and records.
--------	---

Actions	Ensure teachers are notified during the first week of school of each pupil who 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.
---------	---

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	Date
Sarah Stoner, Teacher	11/18/25

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

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

Assets/Suggested action plan(s)

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

Assets	- Shelter in Place drills (including lockdown) are held 3 times per year. - All classroom evacuation maps were updated and posted in classrooms in November 2025.
--------	--

Actions	- Hold an after-action review after each drill. - Share the off-campus evacuation and reunification plan with families.
---------	--

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	Date
Isabella Chiang, Assistant Principal	8/18/25

Are there written guidelines for visitors on campus? If no, add "prepare written guidelines for visitors on campus" to the 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 on 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	NO
Conduct a survey Pick a random week and survey the campus to determine if any visitors are on campus who did not follow the procedure. You can use other safety committee members to assist you.	YES on 12/4/25

Assets/Suggested action plan(s)

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

Assets	- Use of the Raptor System for checking in all visitors. Regular visitors (5 or more visits) must have a district badge proving a background check. - All campus visitors, after checking in with the office, wear either a visible lanyard or sticker badge.
---------------	--

Actions	- Send a message to families about the policy for district approval if visiting 5 or more times. Also message that a district badge does not mean they don't have to sign in upon arrival. - Conduct fidelity checks during a random week of the year, at least once a trimester, to determine if any visitors are on campus who did not follow the procedure.
----------------	---

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 Allyson Wisz, Principal	Date 11/28/25
---	------------------

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 and doors to be locked to include some sort of daily check.	YES
Is there a plan to ensure designated gates can be unlocked to facilitate emergency egress? Check for redundancy in opening locked gates. What if the primary “key holder” was not available?	YES
Is there sufficient signage directing visitors? If no, add “consider exterior/interior signage” to suggested action plans.	YES

Assets/Suggested action plan(s)

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

Assets	- The family/student handbook includes ingress/egress information. Every morning after student arrival, as part of gate duty, a staff member verifies that the entrance gates to the school are closed and secure. Administration, custodians, and office staff have master keys that can open locked gates if needed. Gates were serviced in December 2024 to ensure they self-close. Extra signage on front gates asking people to exit through office doors. - At School Site Council and Safety Team meetings, the teams discussed appropriate adaptations for pupils with disabilities so that all students have the ability to access disaster safety procedures described in the comprehensive school safety plan. The teams feel that the campus and procedures are physically accessible for all. - To support students' emotional well-being, the staff teaches and front-loads students using books like “Prepared Not Scared” and practicing the steps of each drill. Students with sensory concerns are provided with noise-cancelling headphones when alarms are sounded.
---------------	---

Actions	Install an automatic closure for the front gate
----------------	---

3.17 Anti-Harassment Procedure

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

Assessment performed by	Date
Allyson Wisz, Principal	11/18/25

Are all staff members trained as required in policy?

A “no” answer requires a suggested action plan for all staff to meet training requirements.

YES

Assets/Suggested action plan(s)

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

Assets	The annual training module on anti-harassment procedures is provided through Alludo (Connect U).
--------	--

Actions	Ensure all staff members complete the anti-harassment training in Connect U on time each year.
---------	--

Section 3.18 – Dress Code – “Gang Related Apparel”

Assessment performed by	Date
Allyson Wisz, Principal	11/28/25

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 areas of desired change.

Assets	- The dress code is included in the student handbook and includes a policy addressing gang-related apparel. - Families sign that they have read the handbook each year.
--------	--

Actions	None
---------	--

3.19 – Child Abuse Reporting Procedure

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

Assessment performed by	Date
Allyson Wisz, Principal	11/18/25

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
---	-----

Assets/Suggested action plan(s)

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

Assets	The annual training module is provided through Alludo (Connect U).
---------------	--

Actions	Ensure all staff members complete the child abuse reporting procedure training in Connect U on time each year.
----------------	--

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

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

Assessment performed by	Date
Allyson Wysz, Principal	11/18/25

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
--	-----

Is the staff trained in the procedure?	YES
If the procedure includes specific forms or equipment, are the forms and equipment in place in good working order?	YES

Assets/Suggested action plan(s)

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

Assets	The principal and assistant principal are trained in UUSD's Threat Assessment protocol.
---------------	---

Actions	Remind the office staff that the Threat Assessment forms are stored in the office and readily available for use.
----------------	--

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

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

Assessment performed by	Date
N/A	N/A

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 areas of desired change.

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

Actions	N/A
---------	-----

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

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

Assessment performed by	Date
Jessica Martinez, Health Technician	11/18/25

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:	NO
Are key staff trained in the procedure?	YES
If the procedure includes specific forms or equipment, are the forms and equipment in place in good working order?	YES

Assets/Suggested action plan(s)

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

Assets	- An AED device is located in the front office. The AED has audio that will guide a person through how to use it. - The school health technician checks the AED weekly.
---------------	--

Actions	- Prepare written procedures for the AED device; consult with district nurses. - Increase the number of staff members trained for responding to medical emergencies by offering training to any staff member willing to do so.
----------------	---

3.23 - US Immigration and Customs Enforcement on School Grounds

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

Assessment performed by	Date
Allyson Wysz, Principal	11/18/25

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 areas of desired change.

Assets	• BP 5145.13 and AR 1445 clearly outline written procedures for compliance with this law. • Administration has shared the procedures with the front office staff.
--------	--

Actions	• Share updates with office staff as needed.
---------	--

Section 3.24 – Existing Resources

Assessment performed by	Date
Allyson Wisz, Principal	12/4/25

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 that “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 prioritize time that might be needed for safety projects/programs. An example of “Time” would be parents or other volunteers who agree to walk the exterior of the school from time to time to ensure gates and exterior doors are shut and locked.

RESOURCE	TYPE	DESCRIPTION
School Safety Budget • Search and Rescue supplies • Restock classroom emergency supplies • Additional two-way radios	FUNDING LCAP	EST \$1,000
Parent Group(s) PTA, Watch DOGS/Eagle MOMS	FUNDING LCAP	EST \$500
PBIS • Tier 1 and 2 Interventions to address behavior and perception of safety	FUNDING LCAP	EST \$500
Campus improvements • Site Cameras	FUNDING District support	EST \$8000

• Front office door intercom and video system • The interior half-door is blocking the entrance beyond the front desk		
Training for staff (NIMS/SEMS/safety team roles)	FUNDING LCAP	EST \$1000

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 school's Safe and Orderly Environment: 5.1, the **social** climate and programs (interpersonal relationships), and 5.2, the **physical** environment (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			
- December 2025 Kelvin Student Perception Survey: 87% of students report that they feel safe at school and 75% of students report that they know who to talk to at school if they are feeling unsafe. - StopIt and a Bullying Google Form allow students and families to report incidents and request help.		December 2025 Kelvin Student Perception Survey: 72% of students report that during the last 30 days someone called them mean names or teased them; 77% of students report that during the last 30 days someone intentionally pushed, hit, or kicked them to be mean or out of anger. Continue to implement PBIS core practices, teach SEL weekly lessons, and review expectations schoolwide regularly.	
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,		Create an accountability system for teaching students the “red card protocol,” which is a system for communicating with students who are out in the field when there is an emergency on campus, and	

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 a minimum, administration, a school mental health professional, and law enforcement.	they need to evacuate the field to a safe, indoor location
3.5 Lockdown Procedure Physical	
• Each classroom has a red backpack and red binder with handbook, maps, and one-pager safety plans. • Notification systems include PA, Raptor, and GroupMe text messaging.	• Increase redundant communication, including a system for notifying students and staff out on the playground. • Install lock-blocks on interior doors between classrooms. • Instruct teachers to keep their interior doors locked at all times and use the lock-blocks
3.6 Disaster Plan, Incident Commander Physical	
• Attendance forms and line supervisors are in place. Emergency forms (class maps, staff emergency roles) are updated annually in August. • Classrooms have supply carts, and the site has emergency bins located on the playground.	• Research NIMS/SEMS training opportunities and offer to staff
3.7 Disaster Plan, General Physical	
• Annual campus walk-throughs are conducted by District Maintenance & Operations as well as the Fire Marshall for safety look-fors. • Custodians regularly walk the campus and address safety concerns. At the start of each school day, a staff member verifies that all entrance gates are secure and closed. • Emergency cards are printed and stored in the office and in classroom emergency backpacks.	• Re-communicate with the church about being our shelter for students and staff. • Inquire about a second shelter option. • Practice “Red Card” scenarios with students so we are prepared during non-instructional time.

There is a list of supplies for each of the safety teams, and safety teams convene each August to review roles and supplies.	
--	--

ASSETS	ACTIONS
3.8 Disaster Plan, Medical Team Physical	
- Pursuant to Ed Code 32282, "a comprehensive school safety plan, and the school safety plan of a charter school, for a school serving pupils in any of grades 7 to 12, inclusive, to include the development of a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose." - UUSD Board Policy states any trained District staff member shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3) - A trauma kit was placed in every classroom and regularly used indoor space. Staff were trained on trauma kits, including the use of tourniquets, during the 2024-2025 school year. - Superintendent or designee shall train and distribute Narcan Kits to District staff and replace them if used or expired. - The following individuals are trained: - For the district: Campus safety, health techs, and administrators as of 2025. - At Valencia: health tech, administrators, and district RNs - Naloxone is present on campus in the health office - A trauma kit was placed in every classroom and regularly used indoor space. Staff were trained on trauma kits, including the use of tourniquets, during the 2024-2025 school year.	- Look into additional tourniquet training. - Work with the district to provide optional AED training.
3.9 Disaster Plan, Search & Rescue Physical	
- Search and Rescue team and supplies are in place. The team meets and practices annually. - The team took inventory at a staff meeting on 12/2/24 to update backpacks with color-coded maps and supplies; safety team parent volunteers did a backpack inventory in the Fall of 2025.	- Create a system and schedule for the Search and Rescue team members to be trained in the Lifts and Carries procedures. - Provide the Search and Rescue team with a supply of green and red door tags to label each room that they search.

3.10 Disaster Plan, Reunification Physical	
• A reunification team is in place. • Student emergency cards are printed and filed at the beginning of each year, and a system is in place to update them as new students enroll. • New signage was purchased to communicate locations for student requests and student pick-up.	• Notify families annually of reunification plan and locations.
3.11 Anti-Bullying Procedure Social / Physical	
• Staff Bullying training provided through Alludo (Connect U) • Stopit Anonymous reporting • SEL/Wellness Center • Student anti-bullying presentation and assembly • Kelvin Survey of students • The school counselor provides lessons in classrooms • Individual student interventions, including anti-bullying videos and lessons • January Kindness Challenge and activities • Kindness Crew events throughout the year	• Conduct student focus groups to gather insights into problems and brainstorm solutions. • Students do not feel they treat each other well, so there is a need to continue to teach students empathy and build community through SEL to increase the students' sense of connection. Counselor or administration to teach kindness or anti-bullying lessons once per trimester in each classroom.
3.12 Expulsion / Suspension / Discipline Social	
• Peaceful Playground games are shared on Tuesdays in the Morning Message. • Mileage Club on Mondays and Thursdays, Craft and Conversations lunch activities on Fridays, and the library is open during lunchtime. • Providing other structured recess games: flag football and whiffle ball • Restorative practices and other means of correction are consistently implemented to support students with behavior needs. All teachers were trained in Restorative Practices by 01/30/24. A team of teachers and administrators meets monthly to review discipline data, watch for trends, and plan for interventions to address areas of need.	• Paint Peace Pathway on the blacktop and train staff on how to implement this strategy. • Family and student perception survey results don't match: students think bullying and safety are a bigger problem than families report. Communicate discipline policies clearly to families and students.
3.13 Notify Teachers of Dangerous Pupils Social	
• The office notifies teachers pursuant to this law by following a district Standard Operating Procedure for notifying staff using Aeries (asterisks on roster). • Staff members sign a document stating that they are aware of their right to review student files and records.	• Ensure teachers are notified during the first week of school of each pupil who 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.

ASSETS	ACTIONS
3.14 Pesticides or Harmful Materials Within ¼ Mile of Campus Physical	
- Shelter in Place drills (including lockdown) are held 3 times per year. - All classroom evacuation maps were updated and posted in classrooms in November 2025.	- Hold an after-action review after each drill. - Share the off-campus evacuation and reunification plan with families.
3.15 Visitors on Campus Social / Physical	
- Use of the Raptor System for checking in all visitors. Regular visitors (5 or more visits) must have a district badge proving a background check. - All campus visitors, after checking in with the office, wear either a visible lanyard or sticker badge.	- Send a message to families about the policy for district approval if visiting 5 or more times. Also message that a district badge does not mean they don't have to sign in upon arrival. - Conduct fidelity checks during a random week of the year, at least once a trimester, to determine if any visitors are on campus who did not follow the procedure.
3.16 Safe Ingress / Egress Physical	
- The family/student handbook includes ingress/egress information. Every morning after student arrival, as part of gate duty, a staff member verifies that the entrance gates to the school are closed and secure. Administration, custodians, and office staff have master keys that can open locked gates if needed. Gates were serviced in December 2024 to ensure they self-close. Extra signage on front gates asking people to exit through office doors. - At School Site Council and Safety Team meetings, the teams discussed appropriate adaptations for pupils with disabilities so that all students have the ability to access disaster safety procedures described in the comprehensive school safety plan. The teams feel that the campus and procedures are physically accessible for all. - To support students' emotional well-being, the staff teaches and front-loads students using books like "Prepared Not Scared" and practicing the steps of each drill. - Students with sensory concerns are provided with noise-cancelling headphones when alarms are sounded.	Install an automatic closure for the front gate
3.17 Anti-Harassment/Discrimination Procedure Social	

The annual training module on anti-harassment procedures is provided through Alludo (Connect U).	Ensure all staff members complete the anti-harassment training in Connect U on time each year.
3.18 Dress Code/Gang-Related Social	
- The dress code is included in the student handbook and includes a policy addressing gang-related apparel. - Families sign that they have read the handbook each year.	None
3.19 Child Abuse Reporting Social	
The annual training module is provided through Alludo (Connect U).	Ensure all staff members complete the child abuse reporting procedure training in Connect U on time each year.

ASSETS	ACTIONS
3.20 Assess/Respond to Dangerous, Violent, Unlawful Acts on Campus Social / Physical	
The principal and assistant principal are trained in UUSD's Threat Assessment protocol.	Remind the office staff that the Threat Assessment forms are stored in the office and readily available for use.
3.21 Opioid Overdose Procedure (Grades 7-12 Only) Social / Physical	
- UUSD Board Policy states any trained District staff member shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3) Superintendent or designee shall train and distribute Narcan Kits to District staff and replace them if used or expired. - The following individuals are trained: - For the district: Campus safety, health techs, and administrators as of 2022/2023. - Indicate specific staff for your site: N/A - Naloxone is present on campus at (state location and quantity).	None
3.22 Procedure for Sudden Cardiac Arrest or Other Life-Threatening Emergency Social / Physical	

• An AED device is located in the front office. The AED has audio that will guide a person through how to use it. • The school health technician checks the AED weekly.	• Prepare written procedures for the AED device; consult with district nurses. • Increase the number of staff members trained for responding to medical emergencies by offering training to any staff member willing to do so.
--	---

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: Valencia will sustain a sense of safety across campus by ensuring there is (1) a clearly defined emergency plan with clear communication to staff and the community, (2) annual staff training in their safety responsibilities, (3) fidelity checks for visitor procedures and securing the perimeter of the campus, and (4) anti-bullying education and clubs.

Section 5.1.1 - Action Plans for “People” Goal

Task	Person	Due Date
Conduct kindness or anti-bullying lessons once per trimester in each classroom.	All teachers (Isabella Chiang)	June 2026
Conduct student focus groups to gather insights into problems and brainstorm solutions.	Allyson Wysz, Principal	May 2026
Work with the district to provide optional AED training.	Jessica Martinez, Health Technician	April 2026
Send a message to families about the policy for district approval if visiting 5 or more times. Also message that a district badge does not mean they don't have to sign in upon arrival.	Allyson Wysz, Principal	August 2026
Hold an after-action review after each drill.	Isabella Chiang, Assistant Principal	June 2026

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

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

Goal 2: Update physical resources to ensure the campus is secure and visible on surveillance systems and everyone on campus receives clear communication during an emergency.

Section 5.2.1 Action Plans for “Place” Goal

Task	Person	Due Date
Install an automatic closure for the front gate	Isabella Chiang,	September 2026

	Assistant Principal	
Share the off-campus evacuation and reunification plan with families.	Isabella Chiang, Assistant Principal	August 2026
Practice Red Card scenarios with students so we are prepared during non-instructional time.	Isabella Chiang, Assistant Principal	May 2026
Install lock-blocks on interior doors between classrooms.	Isabella Chiang, Assistant Principal	February 2026
Instruct teachers to keep their interior doors locked at all times and use the lock-blocks	Isabella Chiang, Assistant Principal	February 2026

Step Six – Share & adopt the plan

- [Valencia 1/13/26 SSC Agenda & Invitation](#)
- [Valencia 1/13/26 SSC Meeting Minutes](#)
- [Link to Instructional Continuity Plan](#)

Section 6.1 - Public Meeting

Ed Code 32288 (2) (b) (1) - Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school site 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 as proof of written invitations to the Mayor, representatives from school employee groups, teacher groups, parent groups, student government, as well as anyone requesting to be invited, are attached.	Date
	1/13/26

Section 6.2 - Adoption of School Safety Plan

Ed Code 32286(a) Each school shall adopt its comprehensive school safety plan by March 1, 2026, and shall review and update its plan by March 1 every year thereafter.

On the indicated date, our Committee met and voted to adopt our school safety plan. The minutes from this meeting are attached to this plan. The plan was then forwarded to the district office for approval.	Date
	1/13/26

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