

Comprehensive School Safety Plan
SB 187 Compliance Document

2025-2026
School Year

School: Sycamore Creek Community Charter School II
CDS Code: 30-10306-0165266
Authorizer: Orange County Department of Education
Address: 4323 Cerritos Avenue
Cypress, CA 90630

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4323 Cerritos Avenue, Cypress CA 90630

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Approved by:

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contain the following elements:

Assessment of school crime committed on school campuses and at school-related functions.

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils.
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment.
- Rules and procedures on school discipline
- Hate crime reporting procedures.

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. A copy of the Comprehensive School Safety Plan is available for review at the Sycamore Creek Community Charter School office.

Safety Plan Vision

What is a safe school?

“Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. They are characterized by sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students’ affiliation and bonding to the school, support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms.”

- -Taken from “Safe Schools: A Planning Guide for Action” California State Department of Education

“Safe School Vision”

The Sycamore Creek Community vision ~ Community and staff provide a positive and safe environment that promotes responsibility and productive learning in all students, striving for academic and social success.

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Our school believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities.

Components of the Comprehensive School Safety Plan

Sycamore Creek Community Charter School Safety Committee

Sarah Bach, PhD, Alisha Walker, Tracy Ryan, Vyctoria Luong, Aurelia Khatib, Jenny Taylor

Assessment of School Safety

Sycamore Creek Community's positive climate is evident in a variety of areas. Our programs for students who are struggling academically are well established school wide. Though there are slight variances between classrooms in classroom management, all teachers use Positive Behavior Intervention Support System (PBIS). Upcoming training includes in-house de-escalation techniques and working with challenging behaviors by the LAC Charter SELPA Teachers work closely with the administration to provide a consistent, school-wide discipline approach while also meeting the needs of individual students. Our School works with a School Counselor, Director of Student Services, and other trained staff members provide social skills training for students with identified needs.

Procedures for early identification and intervention are securely established. The Student Support Team often serves as a planning and problem-solving team related to school behavior. Behavioral plans, IEPs and 504s provide specific procedures for addressing the behavioral needs of select students. The administration works with teachers and families to support the behavioral needs of the students. a system of progressive discipline and social/emotional support, the students are able to make significant progress in improving their behaviors.

We conduct middle school climate surveys during the spring to determine the percentage of students that are happy to be at school, percentage of students who believe that adults are happy to see them at school, percentage of those who feel they are an important part of the school, percentage who are proud to be attending our school and percentage who believe that the teachers at our school treat the students fairly and that they care about the students. We want all of our students to feel that the other students at our school treat each other with respect, know the school rules and are able to go to a teacher on campus who will help them solve problems with other students. We want our students to believe that the school teaches students to be responsible for their actions and that the school teaches students to treat each other with respect. We will determine the level to which we have a safe and kind school based upon this survey. We also intend to determine if students feel safe, follow school rules, and are taught the difference between right and wrong.

In summary, Sycamore Creek Community Charter School has established and maintains a positive school climate, provides early identification/intervention, proactively addresses potential behavioral issues, and effectively manages unanticipated behaviors. Sycamore Creek Community Charter School's positive climate is evident in a variety of areas. Our programs for students who are struggling academically are well-established school wide.

Safety protocols are reviewed twice per year with all staff, and the Emergency Operation Safety Planning Team. These protocols include earthquake and disaster, lockdown, ingress and egress, campus security, and more, as listed in this document.

SUMMARY OF SUSPENSIONS

Year 2022/2023

of Students Suspended: one

Year 2023/2024

of Students Suspended: zero

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Year 2024/2025

of Students Suspended: one

Current Year 2025/2026

of Students Suspended: three

Reference: Ed. Code 32281

Strategies and Programs to Provide and Maintain a High Level of Safety

Though there are slight variances between classrooms in classroom management, most teachers work closely with the administration to provide consistent, school-wide discipline approach while also meeting the needs of individual students. SCCCS' students' self-esteem and confidence are promoted through regular school activities.

Procedures for early identification and intervention are securely established. The Student Support Team often serves as a planning and problem-solving team related to school behavior. IEPs and 504 Plans provide specific procedures for addressing the behavioral needs of select students. Discipline data is monitored to detect trends needing to be addressed.

Sycamore Creek's discipline policy allows staff to effectively respond to behavioral incidents. Teachers review the class and school expectations with students and parents/guardians at the beginning of each year. All families have access (hard copies available in the office and sent by email) to Sycamore Creek's Parent/Guardian/Student Handbook, which includes schoolwide expectations, and are asked to verify via parent/guardian signature that they have reviewed the handbook with their child.

(A) Child Abuse Reporting Procedures

All school staff actively monitor the safety and welfare of all students. Staff understand their responsibility as childcare custodians and immediately report all cases of known and suspected child abuse.

Sycamore Creek provides annual (August/September) training to all mandated reporters using an online training module approved by the State Department of Social Services. Mandated reporters complete the training at the beginning of each school year or within six weeks of their initial employment. The training covers child abuse and neglect detection, mandated reporting requirements and procedures, and repercussions of failure to report an incident of known or reasonably suspected child abuse or neglect.

Employees who are mandated reporters are obligated to report all known or suspected incidents of child abuse and neglect to the proper authorities immediately, or as soon as practicably possible by phone but within 24 hours of being made aware of the incident. A written report must be filed with the appropriate agency within 24 hours of the phone call report. Mandated reporters should not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

Considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting.

References: Ed. Code 44691, Penal Codes 11166, 11165.7, 11166.5

(B) Disaster Procedures

Disaster Plan

In case of a disaster, an emergency operation safety plan is in place. All staff are knowledgeable of the plan and are aware of their individual responsibilities. All staff have been divided into emergency teams which include search and rescue, medical, student supervision, student release, security/damage, and Control Center. A complete copy of the school disaster preparedness plan is located in the appendix.

Ed. Code 35295-35297, Gov. Codes 8607, 3100

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Public Agency Use of School Buildings for Emergency Shelters

The School Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The district or county office shall cooperate with the public agency in furnishing and maintaining the services as the district or county office may deem necessary to meet the needs of the community.

Reference: SCCCS Board Policy 6114, Ed. Code 32282

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension or recommended expulsion shall occur only when other means of correction fail to bring about proper conduct. However, a pupil may be suspended if the school or Director of Student Services determines that the student's presence causes a danger to persons or property.

If possible, prior to suspending a student, a school conference is held with the student and/or parent/guardian and an administrator to discuss the student's offense except in cases when the student is not available. Parents are notified of the offense and the suspension in a timely manner after the decision is made to suspend the student. If necessary, a conference may be scheduled before the end of the suspension period to discuss the terms of returning to school with a behavior contract or to consider further disciplinary action, including recommending expulsion. If the Director of Student Services decides to recommend an expulsion, the student and parent/guardian are also notified verbally and in writing by the Director of Student Services.

Offenses that result in mandatory suspension and referral for expulsion with the Executive Director having the ability to make an exception if appropriate include:

1. Caused serious physical injury to another person, except in self-defense.
2. Possessed any knife, explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code except for the first offense for the sale of not more than one avoirdupois (unit measuring mass) ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined by Sections 240 and 242 of the Penal Code on any school employee.

Offenses that result in mandatory suspension and referral for expulsion (EC 48915) with the Executive Director having no ability to make an exception include:

1. Possession/selling/furnishing a firearm at school or an after-school activity.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code.
4. Committing/attempting to commit a sexual assault/battery as defined in E.C. 48900(n).
5. Possession of an explosive.

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The appropriate law enforcement agency will be notified of students in violation of these acts.

School officials will also notify appropriate law enforcement authorities when students violate Penal Code 245 which deals with assault with a deadly weapon, instrument or firearm or violation of EC 48900(c) (unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of an enumerated controlled substance, alcoholic beverage, or intoxicant; or EC48900(d) unlawfully offered, arranged, or negotiated to sell an enumerated controlled substance, alcoholic beverage, or intoxicant, and either sold, delivered, or otherwise furnished to a person another liquid, substance or material and represented it as a controlled substance, alcoholic beverage, or intoxicant.

Law enforcement authorities will be notified of any acts of a student that may involve the possession of narcotics or of a controlled substance, or a violation of Penal Code 626.10 (Gun Free School Zone Act) or section 626.10 (bringing or possessing certain knives, blades, tasers, stun guns, and instruments that expel a metal projectile while on school grounds).

School officials will report any act specified in paragraph (1) or (5) of EC 48915(c) committed by either a student or nonstudent. Specifically, possessing, selling, or otherwise furnishing a firearm and possession of an explosive must be reported to the appropriate law enforcement agency.

School officials may inspect school property and may search students, desks, and/or other personal property when they have reasonable suspicion, based on objective facts, that a student is violating or has violated a school rule, regulation, or statute. The scope of the search must be reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

☐ Ed. Codes 48900(c), 48900(d), Penal Code 626.10

(D) Procedures to Notify Teachers of Dangerous Pupils

Teachers are notified of student suspensions as they occur. Additionally, teachers are informed of each student in their class who has engaged in, or is suspected to have engaged in, any of the acts in 48900 (except “h”), 48900.3, 48900.4 and 48900.7. Students who are identified as dangerous pupils are flagged and teachers are notified about how to review the discipline information on students. Teachers are also notified that the information provided regarding students is for teacher knowledge only and is not to be further disseminated.

Reference: Ed. Code 49079

(E) Discrimination, Harassment and Sexual Harassment Policies Nondiscrimination/Harassment

Discrimination, harassment, intimidation and bullying of any student based upon the student’s disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation, or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics is prohibited.

Prohibited discrimination, harassment, intimidation or bullying includes physical, verbal, nonverbal or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student’s ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student’s academic performance; or otherwise adversely affects a student’s educational opportunities.

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation shall be subject to appropriate discipline, up to and including, counseling, suspension, and/or expulsion. Any employee who permits

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or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including, dismissal.

Any student who feels that he/she/they have been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Executive Director, or any other staff member. In addition, any student who observes any such incident should report the incident to the Executive Director or staff member, whether or not the victim files a complaint. When finding that harassment has occurred, the executive director or staff member shall take prompt, appropriate action to end the harassment and address its effects on the victim.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying shall immediately report the incident to the Director of Student Services, whether or not the victim files a complaint. In addition, the employee shall immediately intervene when safe to do so.

(E) Sexual Harassment Policies

Sexual harassment of any student or employee by another person is prohibited. SCCCS prohibits sexual harassment of employees and students. School rules also prohibit sexual harassment.

Students are directed to immediately report incidents of sexual harassment to an administrator or teacher. All complaints and allegations of sexual harassment shall be kept confidential, except as necessary to carry out the investigation or take other subsequent necessary action. A school administrator will determine an appropriate course of action for each complaint. Actions may include the following:

1. Student counseling and education, when appropriate.
2. Parent notification, when appropriate.
3. A report to the police or Child Protective Services as appropriate or required by law.
4. Student disciplinary actions may include suspension, placing on a behavior contract, other appropriate means of corrections, or a recommendation for expulsion.

The school shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including publicizing the school sexual harassment policy in notifications sent to parents/guardians and staff at the beginning of the school year.

Students, and/or their parents, can use the School's Uniform Complaint Procedure to file a formal complaint of sexual harassment. Any student who believes that he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint, with any school employee. Within 24 hours of receiving the complaint, the school employee shall report it to the Executive Director. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the executive director, whether or not the victim files a complaint. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

(F) School-wide Dress Code Relating to Gang-Related Apparel

The expression of a student's uniqueness and individuality by means of the student's dress is sanctioned by the governing board as being consistent with the stated purposes of the school. Restrictions on freedom of student dress will be imposed whenever the mode of dress in question is:

1. Unsafe either for the student or those around the student.
2. Disruptive of school operations and the education process in general.
3. Contrary to law.

Sycamore Creek Community Charter School parents/guardians are encouraged to ensure the children are dressed appropriately for all on campus and off campus school activities and their clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

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The Executive Director or staff may establish a dress code that prohibits students from wearing gang related apparel as gang related apparel is considered hazardous to the health and safety of the school environment.

Clothing, jewelry, and personal items shall be free of writing, pictures or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive, or which promotes the use of drugs, alcohol or tobacco or other illegal activity, or which is deemed inappropriate. Such articles will be held in the school office and loaner clothing will be provided, as necessary.

Shoes must be worn at all times. Backless shoes or sandals are not acceptable.

Hats and caps may be worn with teacher permission inside the classroom. Teachers may implement additional rules for their class.

Clothes shall be sufficient to cover undergarments at all times. All clothing must cover the back and midriff during all school activities (think raising your hand in class and bending to pick up items). See through fabric is not allowed. Shorts and pants must fit securely at the waist. Shorts must have at least a three-inch inseam and skirts and dresses must be mid-thigh in length. Pajama wear is not allowed at school. Students will be notified when dress code policies will not be enforced for special days.

Ed. Code 35183

(G) Internet Safety - Technology Protection Measures (CIPA Compliance)

In accordance with the Children's Internet Protection Act and **Education Code 48901.7**, the Charter School shall:

1. Install and maintain technology protection measures that block or filter Internet access to:
 - Obscene material
 - Child pornography
 - Material harmful to minors
2. Enforce the operation of such measures during use of school technology by minors.
3. Allow authorized personnel to disable or modify filtering measures for adults engaged in bona fide research or other lawful purposes.

While the Charter School takes reasonable measures to restrict access to harmful content, no filtering system is completely effective.

Pursuant to CIPA and **Education Code 48901.7**, the Charter School shall adopt and implement procedures addressing:

- Access by minors to inappropriate matter on the Internet
- The safety and security of minors when using email, chat rooms, and other forms of direct electronic communication
- Unauthorized access, including hacking and other unlawful online activities
- Unauthorized disclosure, use, and dissemination of personal information regarding minors
- Measures designed to restrict minors' access to harmful materials

The Charter School shall provide age-appropriate instruction in digital citizenship and responsible online behavior in accordance with **Education Code 51871.5**, including:

- Safe use of social networking sites and online communication platforms
- Protection of personal information
- Awareness of online risks, including contact with strangers

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- Prevention of and response to cyberbullying

Prohibited Conduct

Users shall not:

- Access, post, or distribute harmful or inappropriate material
- Engage in cyberbullying, harassment, or intimidation (**Education Code 48900(r)**)
- Attempt to bypass security or filtering systems
- Engage in unauthorized access (“hacking”) or unlawful activities
- Violate copyright laws or software licensing agreements
- Disclose personal information of themselves or others without authorization

Privacy

Users should have no expectation of privacy when using Charter School technology. The Charter School reserves the right to monitor, review, and retain all network activity and communications to ensure compliance with this policy and applicable laws.

Cyberbullying

Cyberbullying is strictly prohibited and may result in disciplinary action, including suspension or expulsion, consistent with **Education Code 48900**. This includes conduct occurring off campus that substantially disrupts the school environment.

Liability

The Charter School makes no warranties regarding the reliability of technology services and shall not be responsible for:

- Loss or damage to data or devices
- Unauthorized financial obligations incurred online
- Failure of filtering systems
- User negligence or misuse

Disciplinary Action

Violations of this policy may result in:

- Suspension or revocation of technology access
- School disciplinary action, up to and including expulsion
- Financial liability for damages (**Education Code 48904**)
- Referral to law enforcement when appropriate

Staff Responsibilities

All staff shall:

- Supervise student use of technology
- Enforce this policy
- Model appropriate digital behavior

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- Receive training on Internet safety and acceptable use

E-Rate Certification

The Charter School shall certify compliance with CIPA as required to receive E-Rate funding. The Charter School shall provide public notice and hold at least one public meeting or hearing regarding its Internet Safety Policy.

(H) Counseling Services

Counseling services are available to all students through teacher referral, Student Support Team referral, and parent/guardian request based on situational needs related to schooling. The school works with a school counselor. School counseling services are also provided as needed to students when critical incidents affecting students and/or staff occur, or when students have witnessed a violent act occurring during school hours, school related events, or going to or from school.

(I) Critical Incident Stress Management (CISM)

Teams have been identified to assist when a critical incident occurs. A critical incident is a significant event that impacts a school. This event is outside the norm such as a serious injury or death of a staff member or student, suicide, or an event that generated excessive media. CISM provides emotional and/or psychological triage in response to an abnormal event as well as a structured response to help manage stress and prevent post-traumatic stress. (see Appendix for Critical Incident Response Protocol)

(J) Bully Prevention

The school has established policies related to bully prevention. The Board of Trustees believes that all students are entitled to a safe and a positive learning environment free from disruptions, unlawful discrimination, and bullying. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, and while at school activities.

The school prohibits bullying as defined in this policy. This includes, but is not limited to, unlawful discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Penal Code Section 422.55 and Education Code Section 220, disability, gender, gender identity, gender expression, nationality, race, ethnicity, immigration status, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in Section 48900.2, 48900.3, or 48900.4 directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- (a) Placing a reasonable student or students in fear of harm to that student's or those students' person or property;
- (b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health;
- (c) Causing a reasonable student to experience substantial interference with his or her academic performance;
- (d) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying/Cyberbullying

The Board of Trustees desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct.

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“Cyberbullying” includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation or friendships.

Any employee who has knowledge of unlawful discrimination, harassment, intimidation, or bullying, shall inform the executive director of the concern as soon as possible. Students who have knowledge of unlawful discrimination, harassment, intimidation, or bullying are encouraged to inform a teacher or school administrator as soon as possible.

Students and parents/guardians may make such complaints by submitting a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may submit the complaint anonymously. Due to the inability of investigators to interview anonymous complainants, it may be more difficult to evaluate the allegations and, therefore, less likely to cause an investigation to be initiated. The executive director may establish other processes for students to submit anonymous reports of bullying. Complaints of bullying or harassment shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 – Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff or to threaten School property, the investigation shall include documentation of the activity, identification of the source, and a determination of the impact or potential impact on school activity or school attendance.

Any student who engages in cyberbullying using School-owned equipment, on school premises, or off-campus in a manner that impacts a school activity or school attendance shall be subject to discipline in accordance with School policies and regulations. If the student is using a social networking site or service that has terms of use that prohibits the posting of harmful material, the Executive Director or designee also may file a complaint with the Internet site or service to have the material removed.

SCCCS participates in “Positive Behavioral Intervention and Supports” (PBIS) to teach and support appropriate behavior, positive character traits, and excellent citizenship. PBIS strategies promote consistency in behavioral expectations from transitional kindergarten through eighth grade. Behavioral expectations are taught and regularly reinforced.

Our Director of Student Services and classroom teachers address bully-prevention as needed with lessons appropriate for small and large group instruction. Good citizenship is also promoted.

At SCCC, we work to help Parents/Guardians understand the difference between student behavior that is bullying, rude, and/or mean.

References: Penal Code 422.55

(K) Infectious Disease

Communicable Diseases

The Governing Board recognizes its dual responsibility to protect the health of students from risks posed by infectious diseases and to uphold the right of students to a free and appropriate education. The school requires all staff to routinely observe universal precautions to prevent exposure to blood-borne pathogens and prevent the spread of all infectious diseases.

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The admission of a student with a disease that is contagious within the school setting shall be determined by the Executive Director or designee in accordance with standard procedures. The school shall exclude students only in accordance with law.

The Director of Student Services or designee shall have any child suspected of having a communicable disease examined by a school nurse or designated individual. If the nurse or other designated individual indicates that the child is thought to have a communicable disease, he/she/they shall be excluded from school. The child may return to school with a note from the doctor stating the child is no longer contagious.

The school recognizes that Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV) are blood-borne pathogens and are not casually transmitted. Children with blood-borne pathogen infections are entitled to attend school and receive free and appropriate public education. The sole presence of blood-borne pathogens is not sufficient reason to exclude students from attending school.

Because the disease Acquired Immune Deficiency Syndrome (AIDS) has specific laws and restrictions related to testing, admission to the classroom, privacy, etc., special attention must be given to each case separately as provided in administrative regulations.

Parent/guardians are encouraged to inform the Director of Student Services or designee if their child has an infectious disease so that school staff may keep the student's parents/guardians informed of any outbreak of disease at school. The school will work cooperatively with the student's parent/guardian and physician to minimize the child's exposure to other diseases in the school setting.

(L) Procedure for Safe Ingress and Egress of Pupils, Parents/Guardians, and Staff to and from School

Students are not allowed on campus prior to 8:00 AM except for early care which begins at 7 am. Students and parents/guardians crossing the parking lot are asked to be aware of other vehicles in the parking lot. Double parking or stopping in the middle of the driving lanes are not allowed. Please observe all signs, cones, and directions by staff during the drop off and pick up valet line. Please refrain from distractions such as cell phones.

(M) Procedures for Missing or Lost Child

Classroom Teacher Procedures:

- Search the immediate and adjoining areas, particularly areas not within line of sight.
- If the child is not found, notify the School Office immediately.
- Maintain a list of any students with a history of elopement – note areas walked to if there is a pattern.

School Office Procedures:

- School office staff will check with office personnel and the office area for the child. If the child is not found:
- The Campus staff will use the radio and phone to check with school staff to see if they know where the student is.
- Under the direction of the school administrator or designee, the search team will begin an immediate search of the campus. The Search Team include: the school office staff aide (kindergarten playground and classrooms, office area, classrooms garden areas, adult bathrooms). All members of the search team carry their phones or walkie talkies for communication with each other and the office.
- The Director of Student Services remains available to respond to phone calls and reports from the search team.
- If the entire area is searched and the child is not located, notify the office/Executive Director and report completion of the search area. Within 15 minutes if the child is not found, the office will call the police and the parent/guardian.

Follow Up:

- After the child has been found, the school office and all involved personnel will meet to debrief the circumstances and update the search plan, if necessary.

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- Director of Student Services notifies parents/guardians if not previously notified.

(N) Campus Security

Access to campus has been appropriately restricted. Gates are locked after 8:40 am. All visitors and volunteers register in the school offices using a registration management system (RAPTOR) that screens all visitors and volunteers against a national registry and provides a badge to identify adults on campus. Adults volunteering in school require clearance based on a tiered system before volunteering in schools. Valuable equipment is regularly inventoried and securely stored.

(O) Grounds Safety

The campus is inspected on a regular basis to ensure safety of facilities including fencing, signage, playground equipment, and buildings. Repairs are made in a timely manner. Adequate supervision is provided through the use of certificated and classified personnel. All facilities, including bathrooms, are kept clean and safe. Traffic patterns are regularly analyzed to ensure the safety of students coming and leaving school. Site custodians are trained yearly through the Ocean View School District in identifying areas of potential structural exposure of lead and other hazardous materials including asbestos containing materials. Custodians are trained to contain the suspected area and call District Maintenance for assistance.

(P) A Safe and Orderly School Environment Conducive to Learning

Component:

PEOPLE AND PROGRAMS

Element:

SCCCS' learning environment will be continually improved by promoting A.) the focus of the entire school community on student growth; B.) the active engagement in learning of all students.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Students will actively participate in learning.	<ul style="list-style-type: none"> Teachers will implement strategies for active student engagement through differentiated instruction. The Principal and Pedagogical Advisor will observe lessons by teachers and mentor them to incorporate differentiated instruction. 	Waldorf professional development through the training program at the Waldorf School of Orange County	Principal and Pedagogical Advisor	Executive Director
Students will learn about conflict resolution and stress management.	Teachers facilitate various methods including "Council," "Circle," Group Counseling etc.	Various	Class Teachers	Executive Director
Students will learn about school behavior expectations including what to do in case of unkind behaviors.	Teachers facilitate class rules discussion at the beginning of the year	Various	Classroom Teachers	Executive Director
Objectives	Action Steps	Resources	Lead Person	Evaluation
Students will be explicitly taught behaviors and expectations and will have opportunities to learn how to regulate their emotions on a regular basis throughout the school year.	Growth Mindset and Professor Jo Boaler strategies.	Various	Classroom Teachers	Executive Director

Component:

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PHYSICAL ENVIRONMENT

Element:

A safe and orderly environment will be cultivated and maintained.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
A safe and orderly physical environment will be maintained at all times including in a crisis response situation.	staff will continue to implement a comprehensive system of behavioral expectations and reinforcements modeled after Waldorf strategies	Emergency Plan Lockdown Plan Huntington Beach Police Department	Executive Director, Staff	Emergency Operation Safety Plan Team review

Sycamore Creek Community Charter School Student Conduct Code

SCCCS staff strives to create a sense of unity among the students at Sycamore through “Forming the Class.” The system enables SCCC staff to consistently promote, teach, and maintain appropriate student behavior and to follow an ethical code of conduct the purpose is to improve student behavior and academic growth through a well-structured and consistent approach.

In addition to areas of growth, students are recognized for showing kind, safe, responsible behaviors in a variety of settings. Refer to the school-Wide Behavior Matrix to review specific school-wide behaviors. Incentives were developed to be meaningful and fun. Conflict resolution & Stress Management techniques are modeled and taught as developmentally appropriate.

Student buddies between lower and higher r grades classes.

For instance, in Mr. Wolcott’s 3rd grade class, students are given continuous opportunities throughout the school day to earn a class party. In Mrs. Trissy’s 7th grade class, students earn a class pizza party as an incentive for good behavior by accumulating glass gems.

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Conduct Code Procedures

Conduct slips are utilized for students who do not follow the school rules. Procedures are clearly defined and used by staff to identify if a problem behavior is major or minor. Consequently, strategies and interventions are used to improve behaviors and address expectations that are not met. Referral data is analyzed regularly, and procedures reviewed to constantly improve practices.

When students display inappropriate behavior, the following steps may be followed:

1. Teacher counsel's student
2. Students receive natural consequences if possible (i.e., meaningful work or help in the classroom)
3. The teacher contacts the parent/guardian and sends a conduct note home.
4. Teacher has a conference with the parent/guardian.
5. Student is referred to the principal.
6. Conference is held with Principal, parent/guardian, and teacher and initiates a behavior plan.

The above-mentioned attitudes and rules have been developed to ensure the safety and welfare of all Sycamore Creek Community Charter School students. These rules apply before, during, and after school, as well as anywhere on campus or during any kind of school function.

We expect students to obey all adults responsible for their supervision. In addition to these general school rules, all classroom teachers set behavior standards within each classroom.

(R) Hate Crime Reporting Procedures and Policies

It is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state.

- -Education Code Section 200

For purposes of this title and for purposes of all other state law unless an explicit provision of law or the context clearly requires a different meaning, the following shall apply:(a) "Hate crime" means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: disability, gender, nationality, race or ethnicity, immigration status, religion, gender, sexual orientation, association with a person or group with one or more of these actual or perceived characteristics.

- -California Penal Code Section 422.55

Students are encouraged to notify school staff by submitting a verbal or a written complaint when a hate crime as defined in Penal Code 422.55 has occurred. Any school employee who observes any incident of hate crime involving a student shall report the incident to an administrator. Reports of hate crimes shall be investigated promptly, and corrective action shall be taken when a complaint is verified.

A pupil in any grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the principal of the school determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

Education Code 48900.3

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Safety Plan Review, Evaluation and Amendment Procedures

After reviewing school data, the Safety Plan is reviewed and updated yearly by the Safety Plan Team made up of school staff, and board members. The Safe School Plan is then posted to the school staff and website.

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e., review steps, meetings conducted, approvals)	Date and Time
2025-2026 School Safety Plan reviewed by School Staff	1/8/26
Consultation with Fire Department	Ongoing through Construction Superintendent
Consultation with Law Enforcement	Forthcoming

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Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. Sycamore Creek's Executive Director will fill this function of Incident Commander. The Executive Director is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Types of Emergencies & Specific Procedures

Airplane Crash

IF GIVEN A WARNING, HAVE INDIVIDUALS GO UNDER THEIR DESKS, COVER THEIR HEADS, AND WAIT FOR AN 'ALL CLEAR' SIGNAL.

Do not evacuate or run in the direction that the smoke is traveling. The smoke could be toxic.

Treat the crash just like you would a fire situation.

Be aware of additional explosions that could occur after the crash.

Maintain control over all individuals for which you are responsible. Remain calm.

Evacuate to a safe location and make appropriate notifications about the safety of everyone with you and the condition of your location.

If the winds change, you may have to relocate away from the smoke.

MAKE EVERY ATTEMPT TO PROTECT INDIVIDUALS FROM EXPOSURE TO THE CRASH SITE

Bee Stings

INFORMATION ON BEES

Africanized honeybees like to colonize in utility boxes, burrows, sheds, vacant buildings, trash cans, playground equipment, walls, hollow trees, etc.

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Recognizing a possible nest:

Bees hovering or flying in and out of an area or particular location.

Humming sound inside the location.

Do not disturb a nest; do not throw rocks or objects at the nest.

If they are not attacking, slowly and quietly move away from the nest and notify the designated authority.

One sting from an Africanized honeybee is no different than a regular bee sting. It is multiple stings that can be dangerous, especially if you are allergic to stings.

Colonies of bees will not swarm and hunt you down. They are coming to the defense of their colony. Africanized honeybees are much more likely to sting with little or no provocation.

Africanized honeybees attack in greater numbers, and attack people and animals within a range of ¼ mile from their hives.

Once disturbed, colonies may be agitated for 24 hours.

Sometimes machinery such as mowers, trimmers, or chain saws can aggravate the colony.

WHAT TO DO IF ATTACKED

Run away quickly using a direct route to a shelter, classroom, building, or car. You may have to run up to ½ mile.

Bees like to target head and eye areas. Cover your head as much as possible. Cover your head with anything; use your clothing if you have to. Stings to the body are less dangerous than to the head area.

Do not jump in water. The bees will wait for you to surface and then attack.

Run to shelter. Close all doors and windows. Do not worry if a few of the bees get inside with you.

Do not flap your arms or attempt to swat the bees -- just get away.

If there is no shelter, run through tall brush. You may be able to confuse them.

MEDICAL TREATMENT

CALL 911 IMMEDIATELY

DO NOT USE TWEEZERS OR YOUR FINGERS TO PULL OUT OR REMOVE STINGERS. THIS WILL ONLY RELEASE MORE TOXINS. SCRAPE STINGERS SIDEWAYS FROM SKIN USING A PLASTIC CARD, BLUNT INSTRUMENT, OR EVEN A DULL KNIFE. SEEK MEDICAL TREATMENT IMMEDIATELY.

Person with Weapon

ACTIVE SHOOTER

Active shooters are very unpredictable and create chaos and panic at the location. This makes it difficult to establish one specific plan of action. Therefore, you must be aware of certain guidelines when making your decisions. Any action that you take must be your own decision.

If confronted, do not aggravate the suspect. Remain calm and understanding. Create time and distance.

Based upon the information at hand, decide if it is safer to evacuate or lock down.

If teachers hear "LOCKDOWN," they should immediately lock the classroom doors and cover windows, close shades, if they have them.

For LOCKDOWN, please see LOCKDOWN PROCEDURE.

EVACUATION CONSIDERATIONS

Evacuate away from the location of the shooter.

Stay close to walls and avoid open areas.

Run in a zigzag pattern if there is an active shooter. This will make you less of a target.

Do not worry about personal belongings.

Wear your tag or identification in plain sight so the law enforcement will know you belong at the location. Seek the safest shelter and make proper notifications. Control individuals in your care.

LAW ENFORCEMENT INFORMATION

Law enforcement's primary goal is to identify and stop the threat, while protecting life and preventing injury.

Law enforcement will be moving quickly and with weapons drawn.

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Law enforcement will not have immediate ability to make rescues or administer first aid.
Law enforcement will make proper notifications about injured individuals.
Always keep your hands above your head and visible to law enforcement.
Listen carefully to their instructions and follow them.
Law enforcement may utilize loud devices or smoke diversion while clearing the location.

Biological

Any suspicious package or substance you think is biological in nature, do the following:
If unopened, do not touch, handle, or allow other staff or individuals to handle.
Evacuate and isolate the area or room in which the suspected substance or package is located.
Call 911 or the designated authority. They should notify the FBI or county health department.
Mark the room or area, "DO NOT ENTER."
Contain and isolate any individual who may have been contaminated.
Wash hands with soap and warm water.

If the opened substance has been exposed, wet any potentially contaminated area or clothing lightly, remove clothing and triple bag.
(First responders will usually do this, wearing protective gloves.)

Bomb Threat

BOMB THREAT INFORMATION

If you have a written threat, DO NOT HANDLE the note. Use gloves to make a copy of the note and protect the original. The person receiving a verbal threat should obtain the following information:

Time of call:
Time call ended:
Type of threat:
Time bomb is set to go off:
Location of package:
Description of the device:
What will cause it to explode?
What/Who is the intended target?

Keep the caller on the phone and get as much information as possible.

Take notes, exact words.
Listen to caller's voice, i.e., male, female, old, calm, hysterical, accent, etc. Listen to background noises.

BOMB THREAT CONSIDERATIONS

Immediately notify designated administrator of any threats or suspicious packages.
Prohibit any and all radio frequency transmissions and use of cell phones, pagers, etc.
Immediately advise all individuals and staff not to touch, move, or disarm any object or item.
Alert other staff and personnel and evacuate any suspected area.
Instruct occupants to secure valuables and take individual property.
Leave all electrical switches, doors, and windows unchanged.
Police will be notified and conduct searches, if necessary. Keep everyone calm and orderly.

Hostage Situation

DO NOT TRY TO DISARM AN ARMED INDIVIDUAL.

Dial 911 and notify security or the designated authority of the situation.
If you cannot talk, dial 911 and leave the phone off the hook.
Follow instructions for lockdown or evacuation, depending upon the situation.

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AVOID any confrontations with the individual; do not be aggressive or use aggressive body language.
Be a good listener until the proper authorities arrive to handle the situation.
Take mental notes of what the suspect(s) is/are wearing, any weapons you see, and what the suspect(s) is/are saying. This information will be valuable later.
If inside your room, try to turn on your intercom or communication system. Use code words or send written messages alerting the proper authorities.

Severe Weather/Windstorms

SEVERE WEATHER/WINDSTORMS

FOLLOW INSTRUCTIONS FOR EVACUATION OR SHELTER IN PLACE AS ISSUED BY THE DESIGNATED AUTHORITY

Stay calm and account for individuals in your care.
Remember that when making decisions, the protection of life is paramount.
Have everyone moved away from any glass areas.
If outdoors, stop all activities and seek shelter.
If the weather becomes severe enough, assume Duck and Cover drill.
If possible, use rooms that are located in the center of the buildings and on ground floors.
It is best to seek shelter in rooms without windows. Use center hallways, if necessary.
If possible, do not seek shelter in structures with large, open roof spans.
Evacuate all rooms that are vulnerable to severe weather.
Beware of wet electrical lines, broken gas lines, and contaminated food and water.

KEEP RADIOS ON FOR CONSTANT UPDATES

Earthquake

CONSIDERATIONS

DO NOT PANIC

STAY CALM

INITIATE DUCK AND COVER DRILL

If you are safe where you are, then stay there. More injuries occur when trying to move.
Most injuries occur from falling debris and electrical wires.
Do not light any matches or turn on any switches. There may be gas leaks. Note: There is no gas on campus.

INSIDE LOCATION

Get under a desk, table, or bench.
If there is no cover, stand against a wall, in a corner or hallway, and away from windows or other glass. If you are under moving furniture, it may be safer to hold on and move with it.

OUTSIDE LOCATION

Find an open space and stay low.
Move away from any structures, debris, or utility lines.
Do not enter any structures or buildings looking for safety.
Be aware of panicked crowds that can stampede and cause more injury.

EVACUATION

Use your designated evacuation route unless it is unsafe or blocked.
When evacuating, be aware of any possible chemical, gas, or electrical hazards. Once evacuated, do not re-enter any structure until it has been declared safe.

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Hazardous Material

REMEMBER MANY CHEMICALS REACT DIFFERENTLY WHEN MIXED WITH OTHER SUBSTANCES. NOT ALL CHEMICALS CAN BE MIXED WITH WATER WHEN TREATING VICTIMS.

EVACUATION FROM STRUCTURE

Evacuate everyone to a safe area.

Evacuate uphill, upstream, or upwind of the hazardous material.

Do not allow anyone to touch or step in any of the hazardous material.

Do not let anyone eat or drink anything. It may be contaminated.

If possible and without endangering anyone, notify any other individuals of the danger.

Isolate any individuals who may have become contaminated.

Do not try to rescue anyone. Leave that for the trained responders who have the proper equipment. Dial 911.

SHELTER IN PLACE

Keep everyone inside the location unless instructed to evacuate.

Close windows, shut off vents, turn off fans, seal gaps under doorways and windows with wet towels and duct tape if possible.

Make sure all ventilation systems are shut down to stop circulation of air.

Monitor individuals for any sign of medical distress and report immediately to medical or first aid personnel. Dial 911.

Earthquake drill log

Month	Drill Type	Grade Level	Completed Date
October	Earthquake	All	October 16, 2025 @ 10:16am
April	Earthquake	All	
June	Earthquake	All	

Fire

REMEMBER THE STOP, DROP, AND ROLL DRILL

Immediate danger is from smoke inhalation.

Be aware that the fire can cut off prearranged evacuation routes.

Feel doors for any heat before opening.

When trapped in a room, if safe, escape out the windows.

Use wet towels or clothes to block smoke under doorways and air vents.

If evacuating in smoke, stay low and crawl as you move.

If possible and ONLY IF SAFE, close the doors to rooms and hallways. This will help prevent the air flow of smoke.

Fire Drill Log

Month	Drill Type	Grade Level	Completed Date
January	Fire	All	January 30, 2026 @ 1PM
March	Fire	All	March 30, 2026 @ 1PM
April		All	
May		All	
June		All	

Lockdown Procedure

When teachers on upper campus hear "Lockdown," message through the ALERTUS notification system of Oakview Elementary, they should immediately go to the door, instruct all students in close vicinity outside the room to

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come into the room, and lock the classroom doors. Teachers may block out their windows to avoid eye contact with an outside person.

Do not open the classroom doors for anyone or for any reason.

The plan of action is different, depending on the situation. We may initiate RUN, HIDE, FIGHT.

Teachers should email the incident commander, Dr. Sarah Bach, at sarahbach@sycamorecreekcharter.org with the names and anticipated locations.

If you are outdoors with a class in a lockdown situation, drop to the ground and stay still and/or if safe to do so, seek cover.

If there is gunfire and you are exposed, run with your students away from the gunfire to the nearest area that may provide cover (this may include leaving campus and heading to Huntington Beach Central Park Library, if safe).

If you are with a class and cannot identify the source or area of the threat, remain where you are – staying close to the ground. After establishing that the threat is not near your group, move your students to the nearest cover or determine if it is best to seek cover off-site (by vacating the campus to a safe location).

Administrators will collect students and staff in a safety sweep, if possible.

Please instruct students who are out of your classroom when the lockdown occurs that the classroom will not be opened for them. If the students are outside of your classroom, but indoors in another area (i.e., in the bathroom, lunchroom, etc.), they should remain in that location as long as they are not exposed to the threat of lockdown

If students are exposed to the threat while outside of the classroom, they should run away from the threat.

If they can identify the source of the threat and it is away from their location, students should move quickly to the nearest cover or vacate the campus to a safe location.

After all classrooms and other locations have been cleared by a law enforcement officer, a general public address announcement will be read. It will say: “The campus has now returned to ‘all clear’ status. Thank you.”

High-Intensity Drill Prohibition

In accordance with **California Education Code Section 32282**, the Charter School prohibits the use of high-intensity drills in all emergency preparedness activities.

High-intensity drills, as defined in **Education Code Section 32282(a)(2)(K)**, include simulations that may cause psychological distress to students or staff, including but not limited to:

- The use of simulated firearms, gunfire, or blank ammunition
- The use of actors simulating injuries or deaths
- Deceptive or unannounced drills designed to mimic real emergency events
- Any activity intended to create fear, stress, or trauma

The Charter School is committed to conducting emergency drills in a manner that is **age-appropriate, trauma-informed, and sensitive to the emotional well-being of all participants**.

Approved Drill Practices

All emergency drills conducted by the Charter School shall:

- Be **announced in advance** to staff and, when appropriate, to students
- Be conducted in a **calm, controlled, and instructional manner**
- Focus on teaching protective actions (e.g., evacuation, lockdown procedures, “Drop, Cover, and Hold On”)
- Include clear instructions and post-drill debriefing opportunities
- Be designed to minimize stress and avoid creating panic or confusion

Staff shall be trained to implement drills using best practices in student safety and emotional support.

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Communication and Parent Notification

The Charter School shall provide **advance notice to parents/guardians** when conducting drills that involve sensitive procedures, such as lockdown or shelter-in-place drills, in alignment with best practices for transparency and community trust.

Staff Training and Oversight

The Principal or designee shall:

- Ensure all staff are trained on **permitted vs. prohibited drill practices**
- Monitor drill implementation to ensure compliance with California law
- Review drill procedures annually as part of the **Comprehensive School Safety Plan update**

Compliance Statement

The Charter School affirms that it **does not and will not conduct high-intensity drills** as prohibited under California law. All drills shall be conducted in compliance with applicable legal requirements and in a manner that prioritizes student safety and well-being.

Tsunami ---THIS SECTION UNDER REVIEW

Tsunami Information

Two types of tsunamis:

Local Tsunami

Caused by a nearby shore under the sea earthquake.
Preceded by an earthquake or the ocean may recede.
Comes with little or no official warning.

Pacific Wide Tsunami

Generated by a distant earthquake (that may or may not be felt).
Will most likely be preceded by warning from the West Coast/Alaska Tsunami Warning Center (WC/ATWC).

Tsunami Notification Definitions & Action Required

Tsunami Advisory – though no threat exists, there is evidence that a tsunami is making its way across the Pacific.

Tsunami Watch – an earthquake may have created a tsunami and the WC/ATWC is advising coastal communities to stand by for further information.

Tsunami Warning – either a tsunami has been generated, or conditions are serious enough to require action by coastal communities. The tsunami message will include earthquake magnitude, originating location, and arrival times of waves. (NOTE: It does not include wave height.)

PLAN A – LOCAL TSUNAMI – Little or No Warning

When a strong earthquake is felt (strong enough to knock you off your feet), a tsunami may have been generated that can strike the coast in less than 10 minutes.

Immediately evacuate the following sites to higher ground and then proceed to Huntington Beach Central Park Library near the playground off Gothard.

If no tsunami has arrived in 20 minutes, the City of Huntington Beach will issue an “all clear.”

PLAN B – PACIFIC WIDE TSUNAMI – Warning If a Tsunami Warning has been issued:

The City of Huntington Beach EOC will confirm the Tsunami Warning, if it is confirmed then:

The City of Huntington Beach will initiate its Emergency Operational Plan, and Sycamore Creek Community Charter School will be ordered to evacuate to the Huntington Beach Central Park Library.

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The school will send out an emergency message through the Shutterfly platform to parents, notifying them of the situation and directing the HB Central Library where they can meet their children.

Evacuation routes have been set up by the City of Huntington Beach.

UPON ARRIVAL AT HB Central Library

Staff and students will be directed to the location where they will set up their student supervision area.

School staff will be responsible for the care, well-being, and subsequent release of their students.

Follow normal Student Supervision Team functions and Student Release Team functions.

A Site EOC will be set up at the Student Evacuation area to coordinate efforts of the Student Supervision, Student Release Teams, and the Joint Response Team.

Student Release process will begin upon the authorization of the Huntington Beach EOC.

Site-Specific Contacts & Utility Shutoff Information

See attachment

Evacuation

Evacuation of the building or work area may be necessary to protect individuals from unknown or suspected danger, potential injury, or toxic exposure. Evacuation should not be automatic. You may be safer where you are. Heed the instructions of emergency responders or site command personnel.

If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit, and report to the designated assembly area for your site. The evacuation area is by our side of the field, and this is the area we practice evacuating to on the upper campus every time we have a drill. The lower campus evacuates to the garden section of our school. If the field is deemed unsafe or inaccessible for the upper campus, we evacuate to the blacktop. On the lower campus if the garden area is deemed unsafe, we evacuate to the flagpole area of the campus. If safe, the student reunification gate on the lower campus playground will be used for both campuses. In case of a disaster, there are electrical wires that may fall on the metal fence at the Nichols Gate on the upper campus, as there are many electrical wires which hang above this fence area, making this an unsafe area for reunification. Students will, therefore, be escorted to the lower campus area for reunification.

Take your purse or wallet with you. Do not take time to collect belongings or to shut down computers.

Assist handicapped persons and anyone with manageable injuries.

DO NOT attempt to move a severely injured person. Report their location to site command personnel.

DO NOT run, use elevators, or close doors behind you.

DO NOT smoke, light matches, or activate any equipment or electrical switches.

STAY AWAY from any structure, debris, or utility lines.

Designated personnel will take roll sheets with them and take rolls in the assembly area.

Designated personnel will take the first aid kits and deliver them to the command group area.

Report attendance and injuries to site command personnel.

Assemble with your division/unit/classroom in the designated area and remain there until instructed. DO NOT attempt to re-enter the building until it has been officially declared safe. DO NOT leave the site unless instructed to do so.

Before evacuation, assess the situation to determine whether the danger is outside or inside and decide whether to evacuate. If evacuation is chosen, identify and/or clear a safe route; then proceed to a safe area at a distance from the building.

First Aid

CHOKING

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Do not interfere with a choking victim who can speak, cough, or breathe. However, if the choking continues without lessening, seek medical help. If the victim cannot speak, cough, or breathe, immediately have someone call 911 while you take the following actions:

For a conscious victim:

Stand just behind and to the side of the victim, who can be standing or sitting. Support the victim with one hand on the chest. The victim's head should be lowered. Give four sharp blows between the shoulder blades. If unsuccessful:

Stand behind the victim, who can be standing or sitting. Wrap your arms around their middle just above the navel. Clasp your hands together in a double fist and press in and up in quick thrusts. Repeat several times. If still unsuccessful, repeat both procedures again until the victim is no longer choking or becomes unconscious.

For an unconscious victim:

Place the victim on the floor or ground and give rescue breathing. If the victim does not start breathing and it appears that your air is not going into the victim's lungs:

Roll the victim onto their side, facing you, with the victim's chest against your knee and give four sharp blows between the shoulder blades. If the victim still does not start breathing:

Roll the victim onto their back and give one or more manual thrusts. To give the thrusts, place one of your hands on top of the other with the heel of the bottom hand in the middle of the abdomen, slightly above the navel and below the rib cage. Press the victim's abdomen with a quick upward thrust. Do not press to either side. Repeat four times if needed.

Clear the airway: Hold the victim's mouth open with one hand using your thumb to depress the tongue. Make a hook with the pointer finger of your other hand, and in a gentle sweeping motion, reach into the victim's throat and feel for a swallowed foreign object which may be blocking the air passage. Repeat the above procedures until successful.

HEART ATTACK

If the victim is experiencing any of the following sensations, take no chance, call 911 at once:

Squeezing pains or tightness in the chest.

Pain radiates from the chest into the arm, neck, jaw, shoulder, back, or abdomen. Sweating and weakness; nausea or vomiting.

Sudden shortness of breath.

Assist the victim to locate and take nitroglycerin if he/she has it. If breathing stops or the victim is unconscious, give rescue breathing until help arrives or breathing resumes.

SEIZURE

A person's limbs jerk violently, eyes may roll upward, and breathing may become heavy with dribbling or frothing at the mouth. Breathing may stop. The victim may bite their tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth.

If the victim is known to have occasional seizures, you do not have to call 911. He or she will usually recover from a seizure in a few minutes. However, call 911 if:

The seizure lasts more than 5 minutes.

The person has multiple seizures; The person appears to be injured the person is pregnant.

The person is diabetic.

The seizure follows a quick rise in the victim's temperature. The victim fails to regain consciousness.

During the seizure:

Call for assistance.

Let the seizure run its course.

Help the victim to lie down flat and keep from falling.

Clear the area of obstacles.

Loosen any restrictive clothing.

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Use no force and do not try to restrain the victim.

Do not place anything between the person's teeth. People having seizures rarely bite their tongues or cheeks with enough force to cause significant bleeding.

After the seizure:

If the victim is not breathing, give rescue breathing.

Check to see if the victim is wearing a Medic Alert Bracelet. If so, follow its emergency instructions.

Check to see if the victim has any burns around the mouth – an indication of poison ingestion.

Stay with the victim, who may be conscious but confused and not talkative. Be reassuring and comforting. Keep bystanders away as the victim may be embarrassed and self-conscious. The victim will be tired and want to rest.

Do not give pills, food, or beverage until the victim is fully alert.

Stay with the victim until they are fully conscious and aware of the surroundings.

POISONING (INCLUDING SNAKE & SPIDER BITES)

If there is reason to believe a victim has been poisoned or has been bitten by a poisonous snake or spider:

Call the Poison Control Center: 1-800-876-4766.

Do not give the victim anything by mouth unless instructed to do so by the Poison Control Center.

If the victim is vomiting, roll the victim on the left side to prevent choking on what is brought up.

If the victim is unconscious, make sure he/she is breathing. If not, tilt the head back and perform rescue breathing. Do not attempt to stimulate the victim. Call 911 immediately.

For poison in the eye or on the skin, drench and wash the area with large amounts of water until help arrives.

A bite from a poisonous snake or spider may produce swelling, pain, paralysis, difficulty breathing, nausea, slurred speech, and other symptoms. Keep the victim quiet and warm. Remove restrictive clothing and jewelry. Call 911 immediately.

Attempt to identify the poisonous item. If transportation to a medical facility is necessary, take the suspected item and container with you.

BURNS

Minor burn caused by fire or heat, covering only a small area of the body. Immerse burn area in cold water for 20-30 minutes to relieve swelling and pain. Do not cover the burn with grease of any kind; grease continues the burning process.

Serious or extensive burn caused by fire or heat requires prompt professional care. Wrap the victim in a clean sheet or towel that has been moistened at a warm temperature. Do not attempt to clean the burns or remove the clothing or other particles attached to the burned area. Keep the victim lying down, calm and reassured. Call 911.

Chemical burn. Wash with large amounts of cool running water – a cool shower, if possible. Remove all chemical-soaked clothing immediately. Avoid contact with the soaked clothing. Continue water flushing for at least 10 minutes. Wrap the victim in a clean sheet; keep victim calm and reassured until emergency help arrives. Call 911.

BLEEDING

Apply direct pressure over the site of the wound using a gauze pad, sanitary napkin, clean handkerchief, even your bare hand, if necessary.

Apply firm, steady direct pressure for 5-15 minutes. If bleeding is from a foot, leg, or arm, use gravity to help slow the flow of blood by elevating the limb so that it is higher than the victim's heart.

If there are symptoms of internal bleeding (coughing or vomiting of blood or "coffee ground" materials), have the victim lie flat and breathe deeply. Do not let the victim take any medication or fluid by mouth until seen by a doctor who permits it.

Bleeding from the ear usually means there is a skull fracture. Always suspect a neck injury when there is a serious head injury.

Immobilize the head and neck until help arrives.

Do not attempt to clean the wound. Do not give victim alcohol or other drugs.

Obtain medical assistance. Call 911 if bleeding does not stop, wound is deep, or you suspect a neck injury.

BROKEN BONES

Do not move the victim unless he/she is in immediate danger of further injury.

Check for breathing. If necessary, give rescue breathing.

If there is bleeding, apply direct pressure over the site.

If a broken bone is sticking out of the skin, do not attempt to push it back in place. Apply moist dressing to prevent drying.

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Do not try to straighten out a fracture.

Splint an unstable fracture by carefully placing a folded newspaper, piece of clothing, or towel alongside the limb and tie it in place with a piece of cloth.

Do not permit the victim to walk around.

Call 911.

ELECTRICAL SHOCK

Do not touch a person who has been in contact with electrical current until you are certain that the electricity has been turned off.

Shut off the power at the plug, circuit breaker, or fuse box. If the victim is in contact with a wire where the power cannot be shut off, use a dry stick or broom handle to remove it.

Check for breathing. If the victim's breathing is weak or has stopped, give rescue breathing immediately. Call 911 and while you wait for help to arrive, keep the victim warm.

OPIOID OVERDOSE

As a school serving students in grades 7 and 8, Sycamore Creek has developed a protocol in the event a student is suffering or is reasonably believed to be suffering from an opioid overdose, in an effort to combat skyrocketing overdoses and the fentanyl-related youth health crisis (SB 10).

Opioids are compounds that are extracted from the poppy seed as well as synthetic and semisynthetic compounds. They interact with the opioid receptors in the brain and are prescribed for pain management due to their sedative and analgesic effects. When used for prolonged periods and when misused without medical supervision, opioids can lead to dependence and other health problems. Opioid use can lead to overdose when a combination of opioids or a large amount is present in the body. An opioid overdose can lead to death when opioids affect the part of the brain which regulates breathing. Fentanyl, a powerful synthetic opioid has been identified as the primary driver of the increase in opioid overdoses. Fentanyl is approximately 50-100 times more potent than morphine. There is evidence that fentanyl is regularly mixed in with heroin and marketed as counterfeit tablets made to look like authentic prescription medication. Most users who test positive for fentanyl are unaware they took the substance. Fentanyl has been found in fake Oxycodone and Percocet pills. It is also found in marijuana and various capsule forms. However, brightly colored fentanyl, or rainbow fentanyl, has been recently identified as a new trend by the Drug Enforcement Agency (DEA). Rainbow fentanyl can take different forms, from brightly colored pills to gummy candy and colorful blocks. The California Department of Public Health has recently issued an alert regarding rainbow fentanyl as this new trend aims to attract young children. Narcan Naloxone or its brand name Narcan, is a life-saving medication that reverses the respiratory effects of an overdose. It can quickly restore normal breathing to a person undergoing respiratory distress because of an opioid overdose. All SCCCS staff members will be trained annually regarding opioid and fentanyl use, abuse, and prevention. For more information, please contact the school principal or executive director.

STUDENTS WITH DISABILITIES

Adaptations for students with disabilities during disaster procedures, in recognition that students with disabilities may face unique needs when responding to an emergency (SB 323) are an important aspect of any comprehensive Safety plan. In the event of a threat, students with sensory challenges are to be provided with noise cancelling headsets. If needed, students with disabilities are familiarized with the step-by-step schedules, including pictures, that outline the procedures based on various threat scenarios. These schedules are made available to the special education teachers, general education teachers, and paraprofessionals, and practiced with students in need.

ASSESSMENT AND RESPONSE TO REPORTS OF DANGEROUS, VIOLENT, OR UNLAWFUL ACTIVITY

Sycamore Creek has procedures to assess and respond to reports of "dangerous, violent, or unlawful activity" conducted or threatened to be conducted at a school, targeted at enhancing cross-reporting of threats of serious school crimes between LEAs and law enforcement (SB 671). Namely, if a staff, parent, student, or community member becomes aware of actual or potential "dangerous, violent, or unlawful activity" they are to report it to a school administrator as soon as possible. Once the administrator, either the school Principal or Executive Director, is made aware of the concern, they will make efforts to assess the seriousness of the report. If they determine that the report is not transient and is credible, they may notify law enforcement as well as school officials on the campus, if appropriate. Additionally, the administrator may notify Ocean View School District Offices directly.

Long Walk

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The same protocol below also relates to the following situations:

- Person with Weapons
- Bomb Threat
- Hostage Situation
- Fire
- Lockdown
- Earthquake

For participants on Long Walk, the Director and Principal will inform the person(s) leading Long Walk via text and/or Slack to relay the safety concern. If at the park, Long Walk participants are to shelter in place at designated Park, or bathroom stalls. If participants are mid-route to or from the park, participants are to shelter away from the threat at either the closest campus or park. If the threat happens during this transitional time and persists, causing the leader to feel unsafe, leaders are to call emergency services for help.

Field Trips/ Off-campus activities

Ensure all students are accounted for by a teacher or parent before taking any action. If someone is missing, make sure the rest of the group is in a safe location before initiating a search. If emergency services are needed the person in charge should make contact with the principal and/or the Executive Director.

Cardiac Emergency Response Protocol

(In compliance with EC 32282(a)(2)(M), effective July 1, 2025)

School Site: Sycamore Creek Community Charter School

Last Reviewed: March 27, 2026

1. Automated External Defibrillator (AED) Locations

AED units are located in the following clearly marked and accessible areas:

- **AED #1:** e.g., Main Office – Wall Next to Sign In Desk

AED locations are posted on campus maps and signage is visible throughout the school.

2. CPR/AED-Trained Staff

A minimum of sixteen (16) staff members are currently certified in CPR and AED use.

A current list of certified staff is maintained in the main office and included below.

- Staff certifications are maintained through recognized organizations (e.g., American Heart Association, Red Cross).
- Trained staff are strategically assigned across campus, including:
 - Main Office: Jocelin Carmona, Sarah Bach, Vyctoria Luong
 - Playground/Yard Supervision: Niki Miller, Dylan Snyder, Tracy Ryan, Kate Warren, Ashlyn Fowles, Alexandra Mekis, Patricia “Trissy” McGowan, Steve Wolcott, Amber McElroy, Aurelia Khatib, Jackson Ryan, Liz Thompson
 - Physical Education/Athletics: Gennica Santa Cruz
 - After-School Programs: Victoria Cabezas, Emily Monzon, Rebcca McKewon, Stephanie Riska, Judith Thaxter

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3. Recognition of Cardiac Emergency

A cardiac emergency is suspected when an individual:

- Collapses suddenly
- Is unresponsive
- Is not breathing or only gasping
- Has no pulse or signs of circulation

Immediate action is required.

4. Emergency Response Procedures

Step 1: Assess the Scene and Individual

- Ensure the scene is safe.
- Check responsiveness (tap and shout).
- Call out loudly for help.

Step 2: Activate Emergency Response

- Direct a specific individual:
 - “Call 911 now and report a cardiac emergency at Sycamore Creek Community Charter School at 4323 Cerritos Avenue, Cypress CA 90630
 - “Bring the nearest AED.”

Step 3: Begin CPR Immediately

- If unresponsive and not breathing normally:
 - Start chest compressions
 - Rate: 100–120 per minute
 - Depth: At least 2 inches (adults/children)
 - Allow full chest recoil

Step 4: Use the AED

- Turn on AED as soon as it arrives
- Follow voice prompts
- Attach pads correctly
- Clear the individual during rhythm analysis and shock delivery

Step 5: Continue Care Until Help Arrives

- Continue CPR and AED use until:
 - EMS personnel take over, or
 - The individual shows signs of life

5. Roles and Responsibilities

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- **First Responder (Nearest Staff):**
Initiates CPR and directs emergency response
- **Office Staff:**
Calls 911, provides school address:
[Insert Full School Address]
Directs EMS to exact campus location
- **AED Responder:**
Retrieves and delivers AED to the scene
- **Campus Supervisor/Administrator:**
Assists with coordination and crowd control
- **Support Staff:**
Clears area and ensures access for emergency personnel

6. Communication and Incident Reporting

- Notify school administration immediately
- Contact parent/guardian if a student is involved
- Complete required incident/accident report within **24 hours**
- Document AED use if applicable

7. Training and Drills

- CPR/AED certifications are maintained for designated staff
- Training records are kept in Appendix 5
- Cardiac emergency procedures are reviewed annually with staff
- Emergency drills are conducted **quarterly**.

8. Equipment Maintenance

- AED units are inspected **e.g., quarterly**
- Batteries and pads are replaced per manufacturer guidelines
- Inspection logs are maintained in the main office
- Any issues are reported immediately to **Office Manager**

9. Review and Compliance

This protocol is reviewed annually and updated as needed to ensure compliance with **EC 32282(a)(2)(M)** and current best practices.

Instructional Continuity Plan

(In compliance with EC 32282(a)(3)(A))

Last Reviewed: March 27, 2026

1. Purpose

The purpose of this plan is to ensure continuity of high-quality instruction for all students during emergency situations, including natural disasters, public health emergencies, or campus closures. This plan reflects the school's commitment to maintaining developmentally appropriate, relationship-based, and experiential learning consistent with Waldorf pedagogy.

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2. Guiding Principles (Waldorf Approach)

Instructional continuity will be guided by the following principles:

- **Developmentally Appropriate Practice:** Instruction aligns with students' developmental stages
- **Rhythm and Routine:** Maintaining predictable daily and weekly rhythms
- **Whole-Child Education:** Supporting academic, social-emotional, and artistic development
- **Limited Screen Exposure (especially in lower grades):** Emphasis on hands-on, offline learning
- **Strong Family Partnership:** Parents/guardians serve as essential partners in the learning process

3. Instructional Delivery Methods

Grades K–5 (Lower School)

- Primary delivery through **offline learning packets** and guided activities
- Teacher-created lesson plans rooted in:
 - Storytelling
 - Artistic activities (drawing, painting, modeling)
 - Movement and practical life skills
- Optional, minimal use of digital tools for parent communication
- Weekly or biweekly packet distribution (pickup or delivery)

Grades 6–8 (Middle School)

- Blended approach:
 - Printed materials and main lesson blocks
 - Limited, purposeful use of digital platforms (e.g., for assignments or check-ins)
- Emphasis on independent work, journaling, and project-based learning

Grades 9–12 (High School, if applicable)

- More structured remote instruction using digital platforms
- Combination of:
 - Live virtual instruction (as appropriate)
 - Independent coursework
 - Experiential and project-based assignments

4. Communication Plan

- **Primary Communication Tools:**
 - Email
 - Phone calls
 - School communication platform (e.g., [Insert Platform Name])
- **Teacher-Family Contact:**
 - Regular check-ins (weekly at minimum)
 - Office hours for parent support
 - Clear weekly expectations and instructions
- **Language Access:**
 - Translation support provided as needed

5. Access and Equity

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To ensure all students can participate:

- Provide printed materials for all students
- Offer devices and/or internet hotspots to families in need (especially for upper grades)
- Adapt lessons for students with IEPs and 504 Plans in collaboration with support staff
- Ensure accommodations for English Learners

6. Attendance and Engagement

Student engagement will be monitored through:

- Completion of assigned work
- Participation in teacher check-ins
- Parent communication (especially for younger students)

Flexible expectations will be applied, recognizing varied home environments.

7. Social-Emotional Support

- Teachers maintain regular personal connection with students
- Incorporate activities supporting emotional well-being (e.g., storytelling, art, movement)
- School counselors or support staff available for consultation
- Provide families with resources for supporting children during emergencies

8. Support for Students with Special Needs

- Continuation of services to the extent possible
- Collaboration between general education teachers and special education staff
- Modified assignments and individualized supports
- Regular communication with families

9. Staff Roles and Responsibilities

- **Teachers:** Develop and deliver instruction, maintain communication with families
- **Administration:** Coordinate plan implementation and communication
- **Support Staff:** Provide targeted services and interventions
- **IT Support (if applicable):** Assist with technology access

10. Training and Preparedness

- Staff receive training on instructional continuity procedures
- Families are oriented to expectations and tools
- Periodic review and practice of procedures

11. Plan Review and Updates

This plan will be reviewed annually and updated as needed to ensure compliance with EC 32282(a)(3)(A) and alignment with best practices and Waldorf principles.

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Pupil Safety: Parental Notification of Firearm Safety Laws

At our schools, ensuring the safety and well-being of our students is a top priority. As part of this commitment, we want to inform you about Assembly Bill 452 (AB 452), a recent law that mandates parental notification of firearm safety laws by public and private schools in California.

Overview of AB 452

AB 452 requires that all public and private schools in California notify parents and guardians about California's firearm storage laws. This legislation is designed to prevent children from accessing firearms and to reduce the risk of firearm-related injuries and fatalities.

Key Firearm Safety Laws Under AB 452:

- **Safe Storage:** California law mandates that firearms be securely stored in a locked container or with a safety device, rendering them inoperable when not in use. This is especially important in homes where children are present.
- **Access Prevention:** It is illegal to store a firearm in a location where a child is likely to gain access to it without permission unless the firearm is locked or equipped with a safety device.
- **Legal Consequences:** Failure to comply with these laws can result in criminal charges, and if a child gains access to a firearm and causes harm, the firearm owner may face severe penalties, including imprisonment.

Our Commitment to Student Safety

As part of our commitment to student safety, Sycamore Creek Community Charter School will be exploring opportunities to work closely with local law enforcement and community organizations to offer workshops, resources, and materials to help families understand and comply with firearm safety laws.

What You Can Do to Help:

- **Secure Firearms:** Ensure that any firearms in your home are stored unloaded, locked, and out of reach of children.
- **Store Ammunition Separately:** Store ammunition in a separate, locked location away from firearms.
- **Educate Your Children:** Have open conversations with your children about the dangers of firearms and the importance of not touching firearms without adult supervision.
- **Participate in School Programs:** Stay tuned for upcoming safety workshops to learn more about keeping our children safe.

We understand that these discussions may be difficult, but they are vital in protecting our children from harm. If you have any questions or need assistance in ensuring your home complies with firearm safety laws, please contact local law enforcement.

Thank you for your attention to this critical issue and for your partnership in maintaining a safe environment for all students.

POLICY REGARDING IMMIGRATION ENFORCEMENT ACTIVITY

I. PURPOSE AND COMMITMENT

Sycamore Creek Community Charter School ("SCCCS" or "Charter School") fosters a safe, welcoming environment where all students, educators, and staff feel supported and connected. SCCC supports all students' right to education regardless of immigration status. State law requires that all public schools adopt policies in that regard.

SCCCS finds school facilities, official school activities (including those in public places), adjacent areas, and all property owned, controlled, or leased by SCCC as "sensitive locations" under state law, and seeks commitments from contractors and service providers (particularly school resource officers) not to facilitate immigration enforcement at these locations unless law requires it.

SCCCS provides the California Attorney General's *Know Your Educational Rights* handout to all families upon enrollment. This handout is also posted in all administrative buildings on campus, and is available on the school website. SCCC also provides the

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California Attorney General's "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes", which can be found at <https://oag.ca.gov/system/files/media/school-guidance-model-k12.pdf>.

SCCCS also provides information about children's educational rights as contained in this Policy, to all families upon enrollment and/or with the Student/Family Handbook.

All notices, enrollment materials, registration information, and complaint procedures are language-accessible pursuant to state and federal law.

II. DEFINITIONS

- "*Immigration enforcement*" includes any efforts to investigate, enforce, or assist in investigating or enforcing federal civil immigration law, and any efforts to investigate, enforce, or assist in investigating or enforcing federal criminal immigration law that penalizes a person's presence in, entry, reentry to, or employment in the United States.
- "*Schoolsite*" means an individual school campus, a non-public area where we hold school-related activities, or school buses and other transportation we provide.

III. ANTI-DISCRIMINATION AND HARASSMENT

SCCCS prohibits discrimination, harassment, intimidation, and bullying based on protected characteristics including but not limited to, immigration status, nationality, race, ethnicity, citizenship status, color, religion, national origin, ancestry, or association with any protected group. This applies to schoolsites, at school-related events, and through school-owned technology.

SCCCS promptly and thoroughly investigates complaints of unlawful harassment or discrimination and takes appropriate corrective action when warranted. SCCC educates students to respect all peers regardless of protected characteristics and teach them about bullying's negative impact.

SCCCS trains teachers, staff, and personnel to recognize their legal duty to eliminate hostile environments and respond to harassment incidents, and informs students who experience hate crimes of their right to report them.

SCCCS's Uniform Complaint Policy and Procedures and Harassment, Discrimination, Intimidation, & Bullying Policy are available for review upon request and/or on the school's website.

IV. STUDENT INFORMATION COLLECTION AND PROTECTION

General Principles

SCCCS does not request citizenship or immigration documents, information, or proof of citizenship or immigration status for enrollment, other than documents we might review but not retain to establish a child's birthdate. SCCC does not collect information about students' or families' citizenship or immigration status except when state or federal law requires it to administer education programs. SCCC does not:

- Allow school resources or data to create registries based on race, gender, sexual orientation, religion, ethnicity, or national origin
- Inquire about students' or parents' citizenship or immigration status
- Require documentation that may indicate immigration status (green cards, voter registration, passports, citizenship papers) to the exclusion of other permissible documents
- Use any information the school might possess about immigration status, citizenship status, or national origin to discriminate against students or families or bar children from enrollment

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Enrollment Documentation

For Proof of Residency, SCCCS accepts:

- Property tax bills
- Rental contracts, leases, or payment receipts
- Utility service contracts, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from government agencies
- Declaration of residency executed by parent or legal guardian

For Age Verification, SCCCS accepts:

- Certified birth record
- Statement by local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none are available, an affidavit from parent, guardian, or custodian, or other appropriate proof

In most cases, any one document from each category is sufficient. Age-verification documents (e.g. birth certificates or passports) that reveal immigration or citizenship status will be used only to verify age, and will not be retained in the student's education record.

Students experiencing homelessness may enroll even without typical documentation if otherwise eligible, consistent with the McKinney-Vento Homeless Assistance Act.

Special Program Information

When law requires national origin information for special programs (such as language instruction for English learners), SCCCS collects it separately from enrollment. SCCCS may ask for (but do not require) place of birth, U.S. entry date, and date first attending U.S. school. SCCCS does not use this information to discriminate or prevent enrollment if families choose not to provide it.

Social Security Information

SCCCS does not collect entire social security numbers or cards for enrollment. SCCCS may request the last four digits of an adult household member's Social Security number only to establish federal benefit program eligibility (such as free or reduced-price meals). When such information is requested, SCCCS explains this limited purpose and clarifies that not providing it does not bar enrollment.

For the Free and Reduced-Price Meals form, SCCCS notifies parents that:

1. If any household member participates in CalFresh, CalWORKs, or FDPIR, no adult needs to provide Social Security number information.
2. If no household member participates in these programs and no adult has a Social Security number, the student can still qualify based on income by checking the "No SSN" box

SCCCS treats all students equitably in receiving school services, including lunch programs, transportation, and educational instruction.

V. SHARING STUDENT INFORMATION

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General Policy

SCCCS requires written parental consent (or consent from students aged 18+) before releasing personally identifiable student information, except when FERPA permits disclosure without consent (such as directory information or information relevant to legitimate educational interests).

SCCCS's requests for written consent include:

- Parent, guardian, or eligible student's signature and date
- Description of records disclosed
- Reason for release
- Parties receiving the information
- If requested, a copy of the records

Parents may choose to withhold such consent, in which case, SCCC does not release it. SCCC permanently keeps consent notices with record files.

SCCCS avoids disclosing information that might indicate a student's or family's citizenship or immigration status unless the Family Educational Rights and Privacy Act (FERPA), other federal or state law, or a valid court order, warrant, or subpoena authorizes it. SCCC provides parent or guardian notification before responding to court orders, warrants, or subpoenas, except for child abuse/neglect investigations or when the subpoena, warrant, or order prohibits disclosure.

FERPA exceptions do not authorize disclosure for immigration enforcement purposes. Immigration enforcement does not serve a legitimate educational interest, and immigration status is not directory information.

Families can review our complete Education Records and Student Information Policy upon request and/or on the school website. SCCC provides annual notice of this policy, including directory information and opt-out rights.

Immigration Enforcement Officers

Unless required by a valid judicial warrant or subpoena, or other court order, SCCC does not disclose student education records or any personally identifiable information about students or their families—in any form—to immigration enforcement officers conducting an immigration enforcement action without written parental consent, including students' home address and travel schedules.

When a valid judicial warrant, subpoena, or other court order requires disclosure, SCCC notifies parents or guardians as soon as practicable.

Response to Information Requests

When SCCC receives information requests related to immigration or citizenship status of a student, staff:

1. Notify a designated school official
2. Provide students and families appropriate notice and description of the request
3. Document verbal or written requests from immigration authorities
4. Unless prohibited, provide students and parents copies of documents issued by immigration enforcement officers

VI. CAMPUS ACCESS FOR IMMIGRATION ENFORCEMENT

Consistent with California law, SCCC does not permit immigration enforcement officers to enter nonpublic areas of a schoolsite for immigration enforcement activity unless they present a valid judicial warrant or court order. If a law enforcement official presents

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such documentation, SCCCS requests they not interrupt students and faculty during class time and instead wait until a designated break period.

Response Procedures

Staff notify the schoolsite administrator or designee as soon as practicable about any immigration enforcement official request for student access, campus access, or document review.

Staff take these steps when an immigration or any other law enforcement official arrives at a schoolsite:

1. **Initial Contact:** Explain to the official that staff must first notify and receive direction from the site administrator
2. **Purpose:** Ask and document the official's stated reason for being at the schoolsite
3. **Documentation:** Request and copy the officer's credentials (name and badge number) and supervisor's phone number, and to produce documentation authorizing schoolsite access
4. **Record Keeping:** Make and retain copies of documentation the official produces
5. **Exigent Circumstances:** If the official declares exigent circumstances (such as a felony in progress on the schoolsite) and demands immediate access, comply with orders and immediately contact the site administrator
6. **Levels of Response:** If no exigent circumstances exist, respond according to the official's documentation:
 - **ICE or other administrative warrant:** For warrants not signed by a judge, do not permit entry to nonpublic areas of the schoolsite. Refer to site administrator.
 - **Judicial/court-issued warrant or court order:** Compliance is usually required to follow what is described in the court-issued order. When feasible, consult schoolsite administrator or legal counsel for next steps
 - **Subpoena:** Physical access to the schoolsite is not required. Subpoenas seek documents. Inform the schoolsite administrator and await instructions. Do not permit entry to nonpublic areas
7. **Cooperation Without Consent:** While staff should not consent to access except as described above, they should not physically impede law enforcement officials, even if officials appear to exceed warrant authorization. Document law enforcement officials' actions if they enter without consent
8. **Parental Notification:** The schoolsite administrator may notify the student's parent or guardian's consent if a law enforcement official requests or gains access to a student for immigration enforcement, unless access is pursuant to a judicial warrant.
9. **Required Notifications:**
 - The Executive Director or designee submits a timely report to the Board of Directors regarding immigration enforcement requests, actions, and SCCCS's responses, ensuring confidentiality of potentially identifying information
 - The Executive Director or designee emails the Bureau of Children's Justice at BCJ@doj.ca.gov regarding any immigration enforcement official's attempt to access the school site or a student
 - SCCCS follows its Comprehensive School Safety Plan procedures for notifying parents, guardians, students, teachers, administrators, and staff when SCCCS confirms immigration enforcement presence on campus

VIII. SUPPORT FOR AFFECTED FAMILIES

Emergency Preparedness

SCCCS encourages families to have emergency phone numbers and know where they keep important documentation (birth certificates, passports, Social Security cards, doctors' contacts, medication lists, allergy lists) to prepare for potential family member detention or deportation.

SCCCS permits and encourages students and families to update emergency contact information throughout the school year and provide alternative contacts when no parent or guardian is available. Families may include a trusted adult guardian as a secondary or tertiary emergency contact in case parents or guardians are detained. SCCCS uses emergency card information only for specified emergencies, not for other purposes.

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Caregiver Authorization Affidavits

SCCCS encourages families to support relative caregivers in completing a Caregivers Authorization Affidavit. SCCC will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit. This form is available [HERE](#).

When Parents Are Detained or Deported

If immigration authorities detain or deport a student's parent or guardian, SCCC:

- Uses the student's emergency card contact information to release the student to designated emergency contacts
- Releases the student to an adult presenting a Caregiver's Authorization Affidavit on the student's behalf
- Contacts child protective services if the school cannot arrange timely care through emergency contacts, a Caregiver's Authorization Affidavit, or other parent-provided information or instructions

Family Safety Plans

SCCCS encourages families to develop Family Safety Plans to store at known locations. These plans identify trusted adults who can care for students if parents or guardians cannot. Students should know who their trusted adult is, that this person is their contact if parents are detained or deported, and how to reach them.

Additional Resources

When a family member is detained, SCCC may refer students and families to:

ICE Detainee Locator (<https://locator.ice.gov/odls#/search>)

- Helps determine if and where family members are detained
- Requires date of birth and Alien Registration Number (A-Number) if available
- **Note:** Use this only to locate detained individuals. SCCC never refers students, parents, or guardians to ICE or immigration enforcement for general immigration status questions

Legal Assistance

- Legal aid organizations may secure detained parents' release or arrange student visits
- California organizations accredited by the Board of Immigration Appeals: <https://www.justice.gov/eoir/recognition-accreditation-roster-reports>
- California court Self-Help Centers for family law assistance: <http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>
- Legal aid offices and lawyer referral services: <http://www.courts.ca.gov/1001.htm>

Consulates or Embassies

- The parent's or guardian's country of origin may offer additional information and assistance.

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Appendix 1

Team Assignments

INCIDENT COMMANDER: Sarah Bach (Back up Vyctoria Luong)

RECORDER: Alison Keaney--red/green/construction---

DAMAGE ASSESSMENT TEAM: Vyctoria Luong; Ashlyn Fowles, Niki

SECURITY TEAM: - lower; Trissy McGowan, Agnieszka, Vic

SEARCH AND RESCUE TEAM: – lower; – Steve Wolcott, and Maria Urdinarrain

FIRST AID TEAM: – upper; Jenny, -JC, Jackson

SUPERVISION TEAM: All other available Certificated and Classified Staff – specialty Amber, Kate

STUDENT RELEASE TEAM: Alex, Jocelin, Tracy

Parent/Child reunification

Bring back pack

Appendix 2

CONTENTS OF EMERGENCY BIN

1. 1 EZ Up
2. 2 Metal Folding Chairs
3. 1 20x20 tarp
4. 5 10x10 tarps
5. 2 10x20 tarps
6. 12 rolls of toilet paper
7. 1 bottle of bleach
8. 1 flood light
9. 1 blue trash can
10. Gasoline Container (EMPTY)
11. Generator (WHEELS FLAT) ---still need this
12. 2 Emergency Blankets
13. 10 light sticks
14. 2 lanterns
15. 6 D Batteries
16. 1 Privacy Shelter
17. 10 Tissue Packages
18. 1 Kitty Litter Bag
19. 1 Toilet Seat
20. 1 Shovel
21. 1 Ax---Need this
22. 1 Sledgehammer----Need this
23. Crescent Wrench
24. Crowbar
25. 5 Pairs of Gloves
26. 1 Command Board

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27. 1 Megaphone
28. 2 Water Jugs
29. 1 Heavy Duty Canopy Tarp w/Bungees, Poles (as budget allows)
30. 2 6V Lantern Batteries
31. 12 Flashlights
32. 10 Safety Vests
33. 1 Goggle
34. 300 Red Waste
35. 1 Roll of Caution Tape
36. 1 Collapsible Stretcher (as budget allows)

Appendix 3

BUDDY TEACHER ASSIGNMENTS

TK/TK/and Tracy
Second grade and third

Upper Campus

4th and 5th grade.
6th, 7th, and 8th grade.

Aides are to stay with their classes to support teachers unless they are designated in our plan to provide support elsewhere.

Aftercare and early care emergencies

Appendix 4

TEACHER RELEASE LIST

The following is the priority list for site personnel for purposes of release from duty as the situation warrants. Release of personnel will be done at the discretion of the school and the needs throughout the school. Note: Make sure you have an emergency response plan in place at home for the care of children, parents, pets, etc., in the event you are not able to get home immediately.

Children under high school age (not attending parent's school site)

1. Gennica Santa Cruz
2. Maria Urdinarrain
3. Jenny
4. Vyctoria
5. Nikki

Invalid or aged relative incapable of self-care

1. Jon-Cruz

Older school-aged children

1. Sarah Bach
2. Maria Urdinarrain
3. Gennica Santa-Cruz
4. Niki Miller

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5. Jocelyn

Live Furthest Away

1. Stephen Wolcott (El Segundo)
2. Jon-Cruz Castro
3. Alison Keaney
4. Shikima McClelland
5. Mark Scott

Sole person in residence

1. N/A

Will stay as long as needed.

1. Sarah Bach
3. Stephen Wolcott

Lexington Park

Appendix 5

STAFF RESOURCE SURVEY SUMMARY

First Aid/CPR Current Card

1. Niki Miller
2. Sarah Bach
3. Ada Jiao
4. Stephen Wolcott
5. Jon-Cruz Castro
6. Alison Keaney
7. Mark Scott
8. Aurelia Khatib
9. Kate Warren
10. Alex Mekis
11. Jackson Ryan
12. Dylan Snyder
13. Leila Ghobady
14. Gennica Santa Cruz
15. Tracy Ryan
16. Agnieszka Borzuchowski
17. Vic Cabezas

Amateur/Ham Radio???

- 1.

Spanish Speaking

1. Sarah Bach (conversational)
2. Gennica Santa-Cruz
3. Vic Cabezas
4. Judith Thaxter

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5. Jocelyn

Camping Skills

1. Sarah Bach
2. Trissy McGowan
3. Jenny Taylor
4. Stephen Wolcott

Survival Techniques

1. Alex
2. Sarah Bach
3. Ashlyn
4. Stephen Wolcott

Carpentry

1. Maria Urdinarraín (Widler)
 4. Stephen Wolcott
- Aurelia, Trissy

Running/Jogging

1. Aurelia Khatib
- Trissy
Amber
Vic

Bicycle/

Trissy, Alex, Steve, Amber

Motorcycle

JC

1. Sarah Bach

4-Wheel Drive Vehicle

Jenny
Alison
Maria?

Shuttle vehicle

Maria, Ashlyn, Vyctoria, Niki, Alex, Gennica

CERT trained.

1. Stephen Wolcott