

Comprehensive School Safety Plan



**2026-27
School Year**

School: Cesar Chavez Language Academy

CDS Code: 49709120128074
District: Santa Rosa City Schools
Address: 2480 Sebastopol Rd
 Santa Rosa, CA 95407

Date of Adoption:
Date of Update:
Date of Review:
 - with Staff
 - with Law Enforcement
 - with Fire Authority

Approved by:

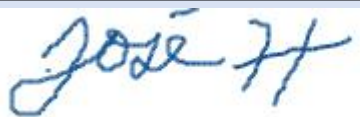


Name	Title	Signature	Date
Sgt. Matt Crosbie	Santa Rosa Police Department		
Chief Paul Lowenthal	Santa Rosa Fire Department		
Jose Hernandez	Safety Committee Representative		2/5/2026
Patrick Bailey	School Site Council Representative		2/24/26
	ELAC Representative		
Gabriela Mendoza-Torres	Site Principal		

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at The main office, inside the Vice Principal's office.

Safety Plan Vision

Our vision is to maintain a safe, inclusive, and orderly school environment where all students feel respected, supported, and prepared to learn through proactive practices, strong supervision, and shared responsibility for safety

Components of the Comprehensive School Safety Plan (EC 32281)

Cesar Chavez Language Academy Safety Committee

Our Safety Team is composed of a parent, an administrator, a counselor, student safety advisors, and a teacher. Together, we collaborate to develop and maintain a safety plan that reflects the specific needs of our school community. We also review data from YouthTruth and Panorama to ensure we are effectively meeting the needs of all students and stakeholders.

Assessment of School Safety

e reviewed Panorama student survey data, school discipline records, supervision logs, and input from the school safety committee. The data showed that the school is ranked in the 40th percentile for students feeling that people are respectful to others at school, along with concerns related to disrespectful behavior and unsupervised student roaming, leading us to conclude that strengthening school climate, supervision, and proactive restorative supports is a priority area for improving overall school safety.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Based on analysis of YouthTruth and Panorama data, our school has implemented multiple strategies to strengthen school safety and climate. We utilize a restorative approach supported by four trained Student Support Assistants (SSAs) who help de-escalate conflict and build positive relationships with students. Mental health professionals and school counselors provide individual and group support, crisis response, and follow-up for students who have experienced or witnessed trauma. We implement PBIS through monthly SEL focus areas and award assemblies to reinforce positive behavior, conduct monthly safety drills to ensure preparedness, require all volunteers to complete a fingerprinting and screening process, provide adult supervision before and after school, and use the STOPit app for anonymous reporting of safety concerns. Together, these strategies prioritize prevention, mental health support, restorative practices, and a positive school climate.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All school/district employees, administrators, and athletic coaches are mandated reporters. They are legally required to report all known or suspected cases of child abuse or neglect if there is "reasonable suspicion". No supervisor can impede or inhibit a report. Reporters' identity is confidential and they have immunity; failure to report is a misdemeanor.

Reports must be made immediately over the telephone to an appropriate local law enforcement agency (Police/Sheriff) or a county child welfare agency (County Probation/Welfare/Child Protective Services), followed by a written report. Reporting to a supervisor or the school does not satisfy this legal obligation.

All local educational agencies (LEAs) must annually train all employees (teachers, aides, classified, etc.) on identifying and reporting suspected child abuse. Proof of training is required within the first six weeks of each school year or employment. The California Department of Education (CDE) offers an online training module, but alternative methods are allowed if reported to CDE. School volunteers are also encouraged to report and receive training.

It is crucial to understand what constitutes child abuse (physical injury, sexual abuse, negligent treatment, willful harm) and how to identify potential warning signs (e.g., behavioral, physical, neglect, sexual abuse indicators). These signs should prompt further investigation and reporting obligations.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan

A disaster necessitating the implementation of this “Emergency Response Plan” is defined as an earthquake, explosion, fire, or any other occurrence that causes or may be expected to cause loss of life or widespread injuries or substantial property damage.

OBJECTIVES

This plan has the following objectives in an emergency:

1. To provide for effective action to minimize injuries and the loss of life among students and school personnel in case of an emergency during school hours.
2. To provide for the maximum utilization of school personnel and facilities to care for victims in an emergency.
3. To provide for the safety and well being of students and staff remaining at the school site following an emergency until released.
4. To provide for the safe and orderly release of students and staff as conditions permit.

PUPIL PROTECTION POLICY

The policy of the Board of Education for pupil protection is as follows:

1. The safety and security of students and school staff are of paramount importance. All actions taken shall bear in mind the safety and well being of both students and district employees.
2. Under no circumstances shall any child be released from the custody of school personnel unless and until such can be done with safety.
3. Any adult calling for a pupil at a school site will be required to identify himself/herself to an assigned staff member, be identified on the student’s emergency card as an adult approved by the parent/guardian before being permitted to take a pupil from the school premises.
4. All visitors to the campus, including regular volunteers, must check into the office, and wear a visitor or volunteer badge. All volunteers must also sign-in on our volunteer log. Visitors from SCOE and related agencies must sign in and they also wear SCOE or other agency badges.
5. Student discipline and a positive school climate are important contributors to a safe and secure environment. All students are held accountable for their behavior and are aware of safety and security procedures (please see student discipline). All staff upholds the student discipline policy.
6. AB 2855 states “Each teacher will ascertain which students have disabilities which could cause these students to experience difficulties complying with emergency procedures. A plan for each student will be developed to ensure their safety.

Adaptations for Students with Disabilities

California Education Code § 32282, as amended by SB 323, establishes a clear mandate for schools to ensure the safety of students with disabilities in emergency and disaster procedures, including the requirement for developing an Individualized Safety Plan (ISP) when the general Comprehensive School Safety Plan (CSSP) is insufficient. The Comprehensive School Safety Plan's disaster procedures (routine and emergency) must include adaptations for pupils with disabilities in accordance with: The Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.) Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) The Americans with Disabilities Act of 1990 (ADA) (42 U.S.C. Sec. 12101 et seq.) The annual evaluation of the CSSP must specifically ensure that the plan includes appropriate adaptations for pupils with disabilities

Key Requirements and Components of the ISP

The ISP is a student record intended solely for safety purposes and must be developed by a specific team with defined components.

1. Individualized Safety Plan Team Composition

The team convened to develop the ISP must consist of: A school administrator or designee, A parent or guardian of the pupil, a representative selected by a parent, or both. At the discretion of the parent/guardian or school, other individuals who have knowledge or special expertise regarding the pupil, including related services personnel (e.g., a school nurse, behavior specialist). The pupil, whenever appropriate.

2. Required Components of the Individualized Safety Plan

The ISP must describe the adaptations to the comprehensive school safety plan that are necessary to reasonably ensure the safety of the student. These include, but are not limited to:

Alternative Procedures: Alternative evacuation routes, shelter-in-place procedures, and/or drop procedures specific to the pupil's

disability (e.g., a student in a wheelchair facing away from windows, locking brakes, and protecting their head and neck during an earthquake).

Specific Equipment: Safety equipment specific to the pupil's needs (e.g., specialized evacuation devices, medical supplies, communication aids).

Training of Personnel: Additional training of school personnel required to execute the pupil's specific safety adaptations.

Logistical Support: Anticipated logistical support needed to reasonably ensure the pupil's safety during an emergency.

3. Record Keeping and Confidentiality

The school has a strict obligation regarding the ISP document:

A physical copy of the ISP must be provided to the parent or guardian.

Physical copies must be maintained in the school office and at any location where the school maintains supplies for emergency procedures.

The ISP is a pupil record, and its contents may be disclosed only to develop, maintain, or effectuate the plan, ensuring compliance with state and federal privacy laws.

Public Agency Use of School Buildings for Emergency Shelters

Board Policy 3156 and Administrative Regulation 1330 guides the use of school facilities and grounds as emergency shelters during disasters and other emergencies affecting the public health and welfare.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Board Policy and Administrative Regulation 5144.1 and 5144.2 govern suspension and expulsion, and schools utilize the Student Behavior, Intervention and Discipline Matrix for guidance.

The overall goal of recent legislation is to minimize the use and impact of suspension, recognizing that punitive discipline can remove students from the learning environment and disproportionately affect marginalized groups.

Suspension, including supervised suspension, should generally be imposed only when other means of correction fail to bring about proper conduct.

The superintendent or principal is encouraged to provide alternatives to suspension or expulsion. These alternatives should use a research-based framework designed to address and correct the pupil's specific misbehavior.

SRCS policies align with the intent of the Legislature that Multi-Tiered System of Supports (MTSS), which includes restorative justice practices, trauma-informed practices, and positive behavior interventions, be used.

The law provides an extensive list of suggested positive, non-exclusionary alternative practices.

SRCS practices and policies reflect that a student in kindergarten through grade twelve cannot be suspended or expelled based on willful defiance or disruption grounds (Education Code Section 48900(k)), with the exception of suspension by a teacher from the classroom per EC Section 48910. Suspension or expulsion cannot be imposed solely based on the fact that a student is truant, tardy, or otherwise absent.

If a student is suspended for two or more school days, the local educational agency (LEA) is required to provide homework assignments upon request of the parent, guardian, or student.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

(E) Sexual Harassment Policies (EC 212.6 [b])

SEXUAL HARASSMENT POLICY (EC §231.5; 5 CCR §4917) Each district is required to have adopted a written policy on sexual harassment and shall provide a copy of such policy, as it pertains to students, with the annual notification. Districts are also required to display such policies in a prominent location and include it in orientation for employees and students, and provide a copy of such policies to new and continuing students. For information on Santa Rosa City Schools Sexual Harassment Policy and Nondiscrimination/Harassment Policy please see Your Rights page on the SRCS website. Also, please refer to Board Policy 5145.7 Sexual Harassment (students) and Board Policy 5145.3 Nondiscrimination/Harassment.

The Title IX coordinator/compliance officer(s) may be contacted at:

Title IX / Gender Equity / Sexual Harassment / Discrimination (All Students):

Stacy Desideri
110 Stony Point ste. 105
Santa Rosa, CA 95401
(707) 890-3800 x 80413
sdesideri@srcs.k12.ca.us

Title IX / Sexual Harassment / Discrimination (All Employees):

Vicki Zands, Assistant Superintendent of Human Resources
110 Stony Point ste. 150
Santa Rosa, CA 95401
(707) 890-3800 ext. 80605
vzands@srcs.k12.ca.us

Complaints should be filed as soon as reasonably possible after the conduct in question has arisen. All complaints shall be promptly and thoroughly investigated.

Santa Rosa City Schools Sexual Harassment policy is intended to supplement, and not replace, any applicable state and federal laws and regulations. Formal complaints under those laws and regulations shall be processed through the procedures established by applicable state and federal agencies. If questions arise concerning Santa Rosa City Schools' prohibition of sexual harassment, or any other form of unlawful discrimination, or the methods and procedures to be followed in the investigation of complaints, please contact the above referenced compliance officer(s)/Title IX coordinator(s).

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Students in TK–8th grade are expected to follow the school dress code to support a safe and focused learning environment. Approved clothing colors are solid black, white, forest green, and khaki. Shirts must be solid with no logos, pictures, or patterns, must have sleeves, and be full length; collared shirts are required for TK–6 and optional for 7–8, with only CCLA logo T-shirts allowed. Pants must fit at the waist, be no more than one size too large, and may not have rips or holes; approved bottoms include denim, sweatpants, and leggings in approved colors (sweatpants and leggings limited to TK–1). Skirts, shorts, dresses, and jumpers must be knee length, with leggings recommended underneath. Sweaters and jackets must be solid black, green, or white with no logos. Shoes must be flat and closed-toe. Accessories are allowed except solid red or blue and may not include logos; hats and beanies are not allowed indoors, large or dangling earrings are not permitted, and blankets, toys, pajama bottoms, and similar items are not allowed. Seventh- and eighth-grade students must wear the CCLA PE uniform during PE classes.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Our school has established clear procedures to ensure the safe ingress and egress of pupils, parents, staff, and visitors, recognizing that the streets surrounding our campus—particularly Sebastopol Road—are busy during arrival and dismissal times. Pedestrians and bicyclists are expected to use designated crosswalks and exercise increased caution when traveling to and from campus. Two trained crossing guards are stationed on Sebastopol Road to assist students in safely crossing during peak traffic times. The school partners with Safe Routes to School and participates in related trainings and activities, including 4th-grade bicycle safety instruction (Bike Rodeo) and Walk and Roll to School Days, to promote safe travel habits.

Traffic safety procedures are enforced in designated drop-off and pick-up areas. Drivers are required to remain in their vehicles at all times while in the drop-off zone to maintain traffic flow and reduce congestion. Parents of TK–6th grade students must display a sign with the student’s first name and initial in their vehicle window to support a safe and efficient dismissal process. Students may only be released to a parent or legal guardian, or to individuals listed on the student’s emergency contact card. Any alternate pick-up arrangements must be approved in advance by the parent or guardian.

To ensure campus security, all visitors are required to check in at the main office, present identification, and wear a visitor badge while on campus. Staff supervision is provided during arrival and dismissal to monitor pedestrian and vehicle movement and support safe transitions on and off campus. These combined measures help ensure a coordinated and safe approach to campus access for all members of the school community.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Goal

By the end of the next school year, increase the Panorama student survey results related to students feeling that people are respectful to others at school by at least 10 percentage points through strengthened schoolwide expectations, increased adult supervision, targeted student supports, and consistent implementation of restorative and proactive practices to promote a safe, respectful, and orderly learning environment.

Component:

crease the Panorama student survey score for students feeling that people are respectful to others at school by 10 percentage points by the next school year

Element:

School Climate and Respectful Student Behavior

Opportunity for Improvement:

Analysis of Panorama student survey data indicates the school is ranked in the 40th percentile for the measure “Students feel that people are respectful to others at school.” This data, along with observations of unsupervised student roaming and increased behavioral incidents, highlights the need for intentional, proactive supports to strengthen a respectful, safe, and orderly school environment.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve student understanding of respectful behavior and community expectations	Increase the number of schoolwide assemblies and grade-level presentations focused on respect, word choice, and positive peer interactions	CDE SEL guidance and resources, Panorama data reports, School counseling curriculum	Counselor Team	Compare Panorama survey results year over year , Review office discipline referral data each semester.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide targeted support to students most impacted by negative school climate indicators.	Use Panorama data to identify students reporting the lowest sense of respect and belonging. Invite identified students to small-group, afterschool support sessions focused on SEL, conflict resolution, and relationship-building.	Panorama student-level data. Counseling and SSA support materials	Student Safety Advisor	Pre/post student surveys. Attendance and participation data for groups
Reduce unsupervised student roaming during instructional time.	Implement clearer supervision expectations and staff coverage schedules.	Minga, SSA schedules, SSA trainings.	Vice Principal	Monitor Minga data quarterly
Increase use of restorative and proactive practices.	Expand the use of restorative circles in classrooms and small groups	Restorative resources Manual. SSA training resources	Vice Principal	Reduction in repeat behavior incidents

Goal

[Site Specific Information Here]

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Goal

[Site Specific Information Here]

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Cesar Chavez Language Academy Student Conduct Code

To ensure a safe, inclusive, and orderly learning environment, Cesar Chavez Language Academy (CCLA) upholds clear expectations for student conduct aligned to the core values of Be Respectful, Be Responsible, and Be Safe. All students are expected to demonstrate respectful behavior toward peers and staff, free from discrimination or harassment based on race, gender, religion, or socio-economic status, and to use appropriate, non-harassing language at all times. CCLA strictly prohibits bullying, violence, sexual harassment, possession or use of drugs, alcohol, tobacco, weapons, fireworks, or explosives, and the bringing of items that disrupt the educational process, including unauthorized electronic devices and toys. Conflicts are expected to be resolved nonviolently.

CCLA follows Santa Rosa City Schools Board Policies, including policies related to sexual harassment and Title IX, as outlined in the SRCS Handbook and Annual Parent Notification. Students receive instruction on acceptable behaviors and appropriate responses to unsafe or inappropriate situations.

Behavioral violations are addressed through a progressive, restorative framework focused on accountability, reflection, and repair of harm. Restorative Justice Practices are embedded across the campus and may include classroom circles, check-ins, mediation, and referrals to counseling or additional support services. Consequences for misconduct range from conferences and parent/guardian communication to detention, restorative assignments, suspension, notification of authorities, or possible expulsion, depending on the severity and frequency of the behavior.

Student use of personal electronic devices is governed by Board Policy 5131; devices must remain off and stored during school hours unless explicitly authorized for instructional purposes. Repeated violations of conduct or electronic device policies result in escalating consequences and required caregiver involvement.

Conduct Code Procedures

Santa Rosa City Schools refers to the Student Behavior and Discipline Matrix 2025 for a calibrated and system-wide restorative approach to discipline.

(K) Hate Crime Reporting Procedures and Policies

Non-Discrimination Statement

The Santa Rosa City Schools District prohibits, at any district school or school activity, discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person’s actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, national origin, race or ethnicity, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, medical information or association with a person or a group with one or more of these actual or perceived characteristics. This shall apply to interns, volunteers, and job applicants when applicable.

The District Equity Compliance Officer(s) may be contacted at: the District Equity/Discrimination officer(s) may be contacted at:

District Equity/Discrimination (All Students):

Stacy Desideri
 110 Stony Point ste. 105
 Santa Rosa, CA 95401
 (707) 890-3800 x 80413
 sdesideri@srcs.k12.ca.us

District Equity/Discrimination (All Employees):

Vicki Zands, Assistant Superintendent of Human Resources

110 Stony Point ste. 150
Santa Rosa, CA 95401
(707) 890-3800 ext. 80605
vzands@srcs.k12.ca.us

Complaints should be filed as soon as reasonably possible after the conduct in question has arisen. All complaints shall be promptly and thoroughly investigated.

Santa Rosa City Schools' Sexual Harassment policy is intended to supplement, and not replace, any applicable state and federal laws and regulations. Formal complaints under those laws and regulations shall be processed through the procedures established by applicable state and federal agencies. If questions arise concerning Santa Rosa City Schools' prohibition of sexual harassment, or any other form of unlawful discrimination, or the methods and procedures to be followed in the investigation of complaints, please contact the above-referenced District Equity/Discrimination coordinator(s).

(J) Procedures to Prepare for Active Shooters

Profile of an Active Shooter

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area, typically through the use of firearms.

Characteristics of an Active Shooter situation

Victims are predominantly selected at random
The event is unpredictable and evolves quickly
Unless confronted, law enforcement is required to resolve the violent situation

Coping with an Active Shooter situation

Be aware of your environment and any possible dangers
Take notes of the two nearest exits in any facility/location you enter
If you are in an office and can't escape, stay there and secure/barricade the door
Attempt to take the Active Shooter down as a last resort

Active Shooter Procedures

Inside:

RUN...

Know where the threat is and run away from it
Know your escape routes
Leave your belongings behind
Take your cell phone
Keep hands visible for responding Law Enforcement

HIDE...

Call 911 for assistance if possible
Lock and barricade door(s)
Cover windows, close blinds, and curtains
Tell students to be quiet and silence cell phones
Stay low to the ground and hide away from windows
Spread out (if possible)
Be prepared to FIGHT

Call 911 and notify the District Superintendent/District Incident Command when it is safe to do so.

Information to provide to Law Enforcement or 911 Operator

The specific location of the active shooter
Number of Shooters
Physical description of shooters
Number and type of weapons held by shooters
Number of potential victims at the location

FIGHT...

As a last resort, and only when your life is in imminent danger

If an intruder comes into the classroom, be prepared to fight

Use a weapon (fire extinguisher, chair, books, etc.)

Use your surroundings to create distractions: yelling, trip hazards, throwing items, turning off lights, putting furniture in front of the door

Outside:

If shots are fired - immediately "Drop and cover."

If it is safe, move away from the shooting

How to respond when Law Enforcement Arrives

Remain calm and follow instructions

Remove any items in your hands (i.e., cell phones, bags, jackets)

Raise hands and spread fingers

Keep hands visible at all times

Avoid quick movements toward officers, such as holding on to them for safety

Avoid pointing, screaming, or yelling

Do not stop to ask officers for help or direction when evacuating

The principal notifies the Superintendent/ District Incident Command. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Incident Command and/or Law Enforcement.

The principal advises parents of the release of students to an alternate location when it is safe to do so.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Per Board Policy 5131.2, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Opioid Prevention and Life-Saving Response Procedures

This plan provides a structured approach for opioid prevention, response, and intervention in accordance with California Education Code § 49414.3 and § 49423.1, California Department of Education recommendations, and Board Policy 5141.21 and Administrative

Regulation 5141.21, this plan is designed to protect students, staff, and visitors by addressing opioid-related risks and ensuring prompt life-saving responses in school environments and includes:

1. Prevention Strategies

a. Education & Awareness

- * Implement evidence-based opioid prevention curricula in health education classes.
- * Conduct annual training for students, staff, and parents on opioid risks, including fentanyl dangers.
- * Display information and resources about opioid dangers and available support services.

b. Partnerships & Community Engagement

- * Collaborate with local health departments, law enforcement, and community organizations to enhance prevention efforts.
- * Provide parent workshops on substance abuse prevention and intervention strategies.
- * Engage peer support groups for at-risk students.

2. Life-Saving Response Procedures

a. Emergency Protocols for Suspected Overdose

- * Recognize Symptoms – Signs of opioid overdose include slow or no breathing, blue lips/nails, unresponsiveness, and pinpoint pupils.
- * Call 9-1-1 Immediately – Report a suspected overdose and follow dispatcher instructions.
- * Administer Naloxone (Narcan) – If available, trained staff should administer intranasal naloxone following CDE guidelines.
- * Perform Rescue Breathing/CPR – If the individual is not breathing, initiate rescue breathing or CPR as needed.
- * Monitor & Support – Stay with the individual, monitoring for responsiveness and signs of improvement.
- * Inform Parents/Guardians – Contact the student’s emergency contacts as per school policy.
- * Incident Reporting – Document the response in accordance with district and CDE policies.

3. Naloxone (Narcan) Availability & Training

- a. Schools will stock naloxone kits in designated areas (e.g., nurse’s office, front office, security stations).
- b. Staff training (including school nurses, administrators, and volunteers) on naloxone administration will be conducted annually.
- c. Good Samaritan protections apply to staff administering naloxone in good faith.

4. Post-Incident Follow-Up & Student Support

- a. Provide counseling and substance use intervention for affected students.
- b. Refer students to community treatment programs as needed.
- c. Conduct a debriefing with staff and responders to assess response effectiveness and identify areas for improvement.
- d. Offer re-entry planning and support for students returning to school after substance use treatment.

5. Staff Roles & Responsibilities

- a. School Nurses & Health Personnel: Primary responders, oversee naloxone administration and training.
- b. Administrators: Ensure compliance with state laws and facilitate staff training.
- c. Teachers & Staff: Recognize signs of opioid use/overdose and follow emergency protocols.

6. Communication & Reporting

- a. Maintain confidentiality while ensuring appropriate notifications.
- b. Submit incident reports per school district and state requirements.
- c. Notify local health agencies for additional support and monitoring trends in opioid use.

7. Review & Continuous Improvement

- a. Conduct annual policy reviews to ensure alignment with updated laws and best practices.
- b. Perform annual training for opioid overdose response.
- c. Gather feedback from staff, students, and community partners to refine strategies.

Response Procedures for Dangerous, Violent, or Unlawful Activities

In accordance with Education Code 49393, any school official who is alerted to or observes any threat or perceived threat of homicide or high-level violence shall immediately report the threat to local law enforcement.

The report shall be made immediately and shall include copies of any documentary or other evidence associated with the threat.

If multiple officials observe the same threat, a single joint report may be filed; however, if the designated reporter fails to act, all other officials with knowledge of the threat must ensure a report is made.

Upon notification of a threat, [School Name] will activate its Threat Assessment Team (consisting of administration, law enforcement, and mental health professionals) to determine the validity and severity of the threat per EC 49394. This assessment may include a search of the school site if justified by reasonable suspicion

As of July 1, 2024, California schools (as employers) must also maintain a Workplace Violence Prevention Plan (WVPP). This document is available in the Attachments section.

Instructional Continuity Plan

Santa Rosa City Schools

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on December 22, 2025 and adopted by Cesar Chavez Language Academy on February 25, 2026 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Cesar Chavez Language Academy will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing

methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

The district will establish two-way communication with all pupils and families via ParentSquare, SMS, Email. SRCS will also partner with KBBF Radio and the Press Democrat as needed for communication.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Cesar Chavez Language Academy will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Cesar Chavez Language Academy remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Cesar Chavez Language Academy provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Within five (5) calendar days of a disruption, the site will establish two-way communication with all pupils and families via [Insert platforms: e.g., ParentSquare, SMS, Email]. This outreach will include a wellness check to identify social-emotional, mental health, and academic support needs.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Remote instruction will be delivered primarily through an Independent Study model.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Digital Access: Use of a Learning Management System (e.g., Canvas, Google Classroom) and a plan for distributing devices/hotspots.

Asynchronous Tracking: Procedures for documenting student participation via computer-based instructional platforms, as SB 153 now allows "time value" to be counted for ADA based on asynchronous engagement.

Tiered Re-engagement: A protocol for reaching out to students who do not engage within the first 2-3 days of the remote shift.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

All remote learning will meet the instructional standards equivalent to those applicable in the District's independent study program, including the provision of digital or non-digital materials, specialized support for students with IEPs/504s, and designated ELD support for Multilingual Learners. Additional support will consider the needs of students in foster care or those experiencing homelessness.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Instructional continuity for students with exceptional needs will be provided as outlined in the emergency conditions section of each student's Individualized Education Program (IEP), ensuring that specialized academic instruction and related services are maintained to the greatest extent possible during the disruption.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

We are a bilingual school and will support students in both English and Spanish

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

The school shall provide continuous access to mental health supports and physical wellness resources during an emergency disruption, including virtual counseling sessions and social-emotional check-ins.

Plans to provide access back-up, water and medicines in the event of an emergency.

The LEA will coordinate with community partners and services to support access to water and medicines in the event of an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

To ensure equitable access, all health-related communications, psychological first aid, and instructional recovery materials will be provided in the student's primary language, utilizing bilingual staff or telephonic interpretation services to support families with limited English proficiency.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with the School Site Council, Safety Committee and ELAC, gathering community feedback and lessons learned.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Per EC 46393 and SB 114, a school is required to reopen for in-person instruction as soon as possible unless specifically prohibited by:

Official Direction: An order from a local or state health officer (in the case of public health emergencies).

Safety Certification: For natural disasters (fire, flood, earthquake), the site must be cleared by relevant authorities (Fire Marshal, structural engineers, or Public Works) to ensure the physical environment is safe for occupancy.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Cesar Chavez Language Academy's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Cesar Chavez Language Academy's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

The Instructional Continuity Plan will be reviewed and updated annually as a part of the adoption of the Comprehensive School Safety Plan.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Santa Rosa City Schools complies with California Education Code §234.7, as amended by the Safe Haven Schools Act (AB 49, 2025). We uphold every student's right to a free public education regardless of immigration status and establishes procedures to:

- Protect the privacy and confidentiality of students and families.
- Regulate access to school sites by immigration enforcement authorities.
- Safeguard educational records in accordance with FERPA (34 C.F.R. §99.31(a)(9)(ii)).

In addition, we will implement clear communication protocols, provide staff training, and conduct annual reviews to maintain compliance with state law and the Attorney General's model policies. We will incorporate this board policy and its accompanying administrative regulation 5145.13 into all Comprehensive School Safety Plans (CSSPs) by March 26, 2026, and maintain it in effect until January 1, 2031.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Upon confirming the presence of federal immigration enforcement on or near the school site, the Principal or designee shall:

Notification: Within 60-90 minutes, notify all teachers, staff, parents, and guardians via the school's emergency alert system, Parent Square.

The notification will include:

The date and time the enforcement was confirmed.

The specific location of the enforcement activity.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

To ensure that families have access to the support and resources they need, the SRCS Safe Haven manual includes not only the full resolution to support families, but it also outlines how we will address concerns as well as essential resources for parents. Our goal is to empower families with knowledge and tools, reinforcing that they are not alone and that we stand beside them every step of the way. We firmly believe that every student and family deserves to learn, grow, and thrive without fear.

Privacy Constraint

The notification shall not include any personally identifiable information.

Privacy Protections: The notification shall not include personally identifiable information of any student or staff member.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

All teachers, staff, parents, and guardians will be notified via the school's emergency alert system, Parent Square.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

A hyperlink to the district's "Safe Haven" policy and resources will be shared with SRCS community and families.

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

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Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

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State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Compliance with this plan aligns with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website.

Procedures Regarding Pupil Smartphone Use During Emergencies

During the 25-26 school year, the board implemented a revised BP 5131.8 addressing student cell phone use while at school per AB 962.

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Between January 2025 and January 2026, 2 student surveys have invited student input on the impact of cell phones in school and policy development. An equivalent survey has been shared with staff, to invite their engagement as well. Two high schools implemented a pilot program, and the outcome of their pilots helped inform the board on their development of new board policy.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

With the new board policy, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

In the case of an emergency, or in response to a perceived threat of danger

When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator

When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being

When the possession or use is required by the student's individualized education program

Safety Plan Review, Evaluation and Amendment Procedures

Review and Evaluation:

- The CSSP must be evaluated and amended as needed and at least once each year, to ensure the plan is properly implemented.
- The School Site Council (SSC) or safety planning committee is responsible for regularly reviewing the plan. This process should include conducting regular safety/security site assessments.
- The SSC/Planning Committee must annually consult with a representative from a law enforcement agency, a fire department, and other first responders when updating the CSSP.

Amendment, Adoption, and Approval Timeline:

- Each school must review, update, and adopt its CSSP by March 1 every year.
- Before adopting the plan, the SSC/Planning Committee must present the school safety plan at a public meeting at the school site that allows for public opinions. The community should be notified of this public meeting through various modalities (email, blogs, marquee, etc.).
- Once adopted, the plan must be submitted to the school district or County Office of Education (COE) for approval.
- The CSSP, and any updates made to the plan during the year, must be shared with the law enforcement agency, the fire department, and other first responder entities.
- Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with the requirements.

Emergency Contact Numbers

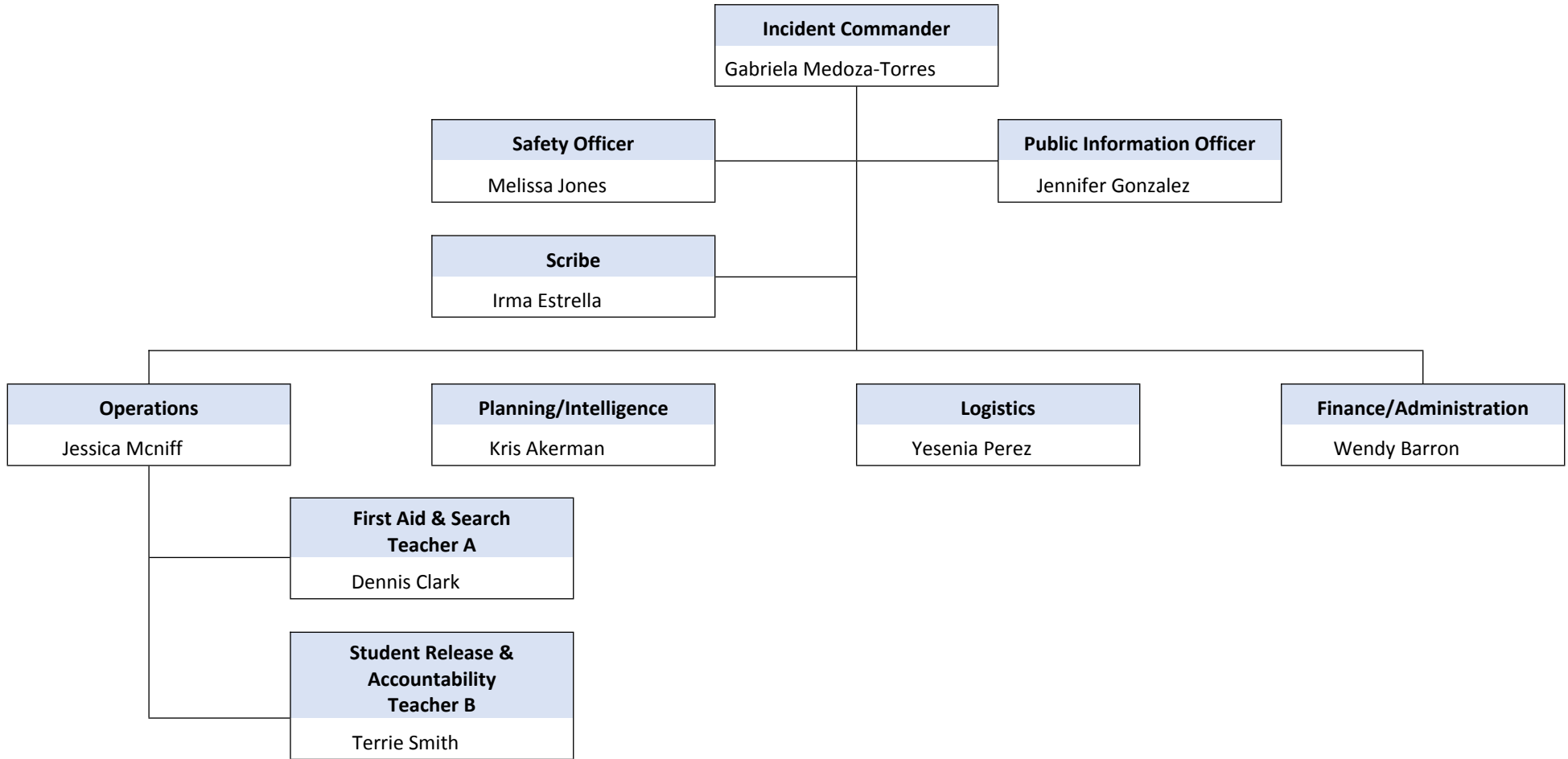
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Fire and EMS Dispatch	911 or 707-568-5933	Emergency Redcom Dispatch
Law Enforcement/Fire/Paramedic	SR Fire Department	911 or 707-543-3500	Fire
Law Enforcement/Fire/Paramedic	SR Police Department	911 or 707-543-3600	Emergency
Law Enforcement/Fire/Paramedic	SR Police Non-Emergency Dispatch	707-528-5222	Non Emergency
School District	Office of the Superintendent	707-890-3800 x 80105	Lisa August, Interim
School District	SRCS Communications Public Information Officer	707-890-3800 x 80305	Patrick Gannon
Public Utilities	PG&E	1-800-743-5002	Electrical, Gas, Outages
Public Utilities	SR Utilities Dept. (Water	707-543-4200	Water
Other	Animal Control (Sonoma County)	707-565-7100	Animal Control

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Present Comprehensive School Safety Plan to the School Site Council and gather input.		Signature required on Cover Page of CSSP
Present Comprehensive School Safety Plan to the School Site Council and gather input.		Signature required on Cover Page of CSSP
Present Comprehensive School Safety Plan to the School Safety Committee and gather input.		Signature required on Cover Page of CSSP
Train school staff on components and implementation of the CSSP annually		

Cesar Chavez Language Academy Incident Command System



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. The principal 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 by 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 the 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.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Initiate Incident Command System

Step Two: Identify the Level of Emergency

Coordinate with Incident Command team, District and City Services to determine the level of emergency

Step Three: Determine the Immediate Response Action

Using the Essential 5, determine the immediate response

Step Four: Communicate the Appropriate Response Action

Working with District Incident Command and SRCS Public Information Officer, create a communication plan.

Types of Emergencies & Specific Procedures

Aircraft Crash

1. If aircraft crashes on or near school buildings, or if an explosion erupts inside the school, teachers give the DUCK, COVER, AND HOLD command to protect children against blast and falling objects.
2. Teachers take immediate action to remove children from assembly areas and follow the evacuation procedures.
3. Staff performs necessary rescue measures to help injured or trapped students.
4. Call police and fire departments.
5. The principal ensures that students and staff are kept at a safe distance from aircraft in danger of possible explosion.
6. Do not enter any building or classroom, until authorized by the Principal, or designee and the fire department.
7. The principal advises parents of the release of students to an alternate location.

The principal notifies the Superintendent/ District Incident Command.

Animal Disturbance

Animal/Animal Disturbance

The first consideration is the safety of the pupils and personnel.

1. Isolate the pupils from the animal.
 - If an animal is outside, keep pupils inside.
 - If an animal is inside; keep pupils outside or in some other sheltered area.
 - Call the office to report.

The principal notifies the Superintendent/ District Incident Command.

Armed Assault on Campus

Profile of an Active Shooter

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area, typically through the use of firearms.

Characteristics of an Active Shooter situation

Victims are predominantly selected at random

The event is unpredictable and evolves quickly

Unless confronted, law enforcement is required to resolve the violent situation

Coping with an Active Shooter situation

Be aware of your environment and any possible dangers

Take notes of the two nearest exits in any facility/location you enter

If you are in an office and can't escape, stay there and secure/barricade the door

Attempt to take the Active Shooter down as a last resort

Active Shooter Procedures

Inside:

RUN...

Know where the threat is and run away from it

Know your escape routes

Leave your belongings behind

Take your cell phone

Keep hands visible for responding Law Enforcement

HIDE...

Call 911 for assistance if possible
Lock and barricade door(s)
Cover windows, close blinds, and curtains
Tell students to be quiet and silence cell phones
Stay low to the ground and hide away from windows
Spread out (if possible)
Be prepared to FIGHT

Call 911 and notify the District Superintendent/District Incident Command when it is safe to do so.

Information to provide to Law Enforcement or 911 Operator

The specific location of the active shooter
Number of Shooters
Physical description of shooters
Number and type of weapons held by shooters
Number of potential victims at the location

FIGHT...

As a last resort, and only when your life is in imminent danger
If an intruder comes into the classroom, be prepared to fight
Use a weapon (fire extinguisher, chair, books, etc.)
Use your surroundings to create distractions: yelling, trip hazards, throwing items, turning off lights, putting furniture in front of the door

Outside:

If shots are fired - immediately "Drop and cover."
If it is safe, move away from the shooting

How to respond when Law Enforcement Arrives

Remain calm and follow instructions
Remove any items in your hands (i.e., cell phones, bags, jackets)
Raise hands and spread fingers
Keep hands visible at all times
Avoid quick movements toward officers, such as holding on to them for safety
Avoid pointing, screaming, or yelling
Do not stop to ask officers for help or direction when evacuating

The principal notifies the Superintendent/ District Incident Command. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Incident Command and/or Law Enforcement.

The principal advises parents of the release of students to an alternate location when it is safe to do so.

Biological or Chemical Release

Biological or Chemical Release

1. Stay indoors, do not attempt to evacuate the building until instructed to evacuate.
2. Shut all doors and windows, and use duct tape (from Red Emergency bags) to seal off all seams on the doors and windows.
3. The principal notifies the Superintendent/ District Incident Command. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Incident Command and/or Law Enforcement.
4. The principal arranges for the evacuation of students and staff to a safe location if warranted.
5. The principal advises parents of the removal of students to an alternate location.
6. Students released to parents from alternate/safe locations.
7. All teachers have a RED emergency bag in their classroom that includes an updated annual emergency release and reunification

information (teachers update from the Student Information System (SIS) assuring that children are released to parent/guardian approved individuals.)

Bomb Threat/ Threat Of violence

Bomb Threat

If a threat by telephone comes directly to a school

1. The person receiving a call should attempt to keep the caller on the telephone as long as possible and alert someone else by a prearranged signal so they can get on an extension and notify the telephone company to trace the call.

* Dial "911" -- tell operator, "This is (name of the caller) from [School Name] School. We are receiving a bomb threat on another line. The number of that line is (). Please trace the call."

* Give any additional information needed by the operator. This must be done quickly. (The call cannot be traced once the caller has hung up.)

2. The principal/designee notifies the Superintendent/ District Incident Command. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Incident Command and/or Law Enforcement.

3. Try to determine if the caller is a student or an adult. If it is a student, it may be easier to discover identity.

4. The principal shall determine whether to evacuate the building(s) threatened.

* Upon a decision to evacuate (principal and law enforcement), if one specific building has been threatened, it should be evacuated along with adjoining buildings and a search should be instituted by office staff.

* Avoid the use of the general alarm, if possible.

* Use the personal notification by designated persons or the PA system to evacuate the threatened rooms.

* If it is necessary to evacuate the entire school, use the fire alarm.

5. Students and staff will return to the buildings only when they have been cleared by Law Enforcement and the Principal or designee has authorized the reoccupation and return to classrooms upon hearing the ALL CLEAR through the PA system.

1. The principal may also decide to call the fire department or police, if, in his/her opinion is warranted.

2. The principal notifies parents of the situation.

3. If students have been removed to an alternate/safe location for pick up.

4. Resume school after the building(s) have been inspected and determined safe by proper authorities.

5. Do not publicize the threat any more than necessary.

*A written threat should be turned over to the police department.

**Individual receiving the call should complete the Bomb Threat Report

Unsafe School Conditions

* If [School Name] School becomes unsafe, move students to a closest suitable alternate shelter.

Location: [list alternative location]

Bus Disaster

BUS DRIVERS/SCHOOL STAFF

Supervise the care of children if an emergency occurs while children are on the bus.

Issue DUCK, COVER AND HOLD command if an earthquake or surprise attack occurs while children are on a bus.

Transfer students to new locations, when directed by the principal.

The principal notifies parents.

The principal notifies the Superintendent/ District Incident Command.

Cardiac Arrest

In accordance with Education Code 32282 and AB 2887, Cesar Chavez Language Academy maintains procedures to respond to incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening medical emergency. These procedures integrate evidence-based core elements, including CPR training and AED placement, following nationally recognized emergency cardiac care guidelines.

Recognition: Recognize signs of SCA: unresponsive, not breathing normally (or gasping/gurgling), or seizure-like activity.

Activation: Immediately call 9-1-1. Provide the school address, specific room/location, and the patient's condition.

CPR: Begin immediate "Hands-Only" CPR (pushing hard and fast in the center of the chest) until the AED or EMS arrives.

Defibrillation: Retrieve the nearest AED. If the person is unresponsive and not breathing, turn on the AED and follow the voice prompts immediately.

Transition: Designate a staff member to meet EMS at the school entrance and lead them to the victim's location.

Training: The principal shall notify all staff annually of the location of all AED units on campus. AEDs are located at: [Insert specific locations, e.g., Front Office, Gym, Athletic Field]. AED training will also be given annually to staff.

Maintenance: AEDs shall be inspected at least every 90 days and after each use to ensure operability. A log of these inspections will be maintained by the school health technician and school nurse.

Athletics: The school shall collect and retain a signed "SCA Information and Acknowledgment Form" from every student-athlete and parent annually before participation. Coaches will be complete an SCA prevention training course every two years, including a return-to-play procedure.

Disorderly Conduct

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to disrupt school activities; cause injury to staff and students; and/or damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

The principal notifies the Superintendent/ District Incident Command. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Incident Command and/or Law Enforcement.

Inside School

STAFF ACTIONS:

Report disruptive circumstances to principal/site administrator.

Avoid arguing with the participant(s).

Have all students and staff leave the immediate area of disturbance.

Lock doors. Account for all students and remain in the classroom unless instructed otherwise by the principal or Law Enforcement.

Stay away from windows and exterior doors.

PRINCIPAL/DESIGNEE ACTIONS:

If the students are engaging in civil disobedience, keep the students confined to one room in the school building. Set up a communication exchange with the students, staff, and principal. Try to restore order. If unable to calm students and violent or uncontrolled behavior is probable, notify police of the situation and request assistance. Send home with students for their parents/guardians a brief written description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/DESIGNEE ACTIONS:

Call 911.

Move any students who are outside the school building inside. If unable to do so, have students lie down and cover their heads. Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.

Cancel all outside activities.

Maintain an accurate record of events, conversations, and actions.

Assign staff members to assist as necessary.

STAFF ACTIONS:

Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.

Instruct students to DUCK, COVER AND HOLD, lie on the floor, and keep students calm.

Care for the injured, if any.

Remain with students within locked classrooms until ALL CLEAR is announced over the PA system, regardless of bells and the school schedule.

Earthquake

Before (Mitigation & Training)

Hazard Mitigation: The Superintendent or designee shall identify and minimize potential hazards, such as securing heavy furniture, removing heavy objects from high shelves, and ensuring all gas and utility shut-offs are clearly marked and staff are trained in their use.

Training Program: All certificated and classified staff shall receive annual training on the Earthquake Emergency Procedure System.

Drill Frequency: Drop procedures shall be practiced at least once per quarter in elementary schools and once per semester in secondary schools.

During (Immediate Action - Great ShakeOut)

When the ground begins to shake, or the "Great ShakeOut" signal is given, staff and students shall:

DROP: Get down on hands and knees to avoid being knocked down.

COVER: Take cover under a sturdy desk or table. If no table is nearby, move to an interior wall and away from windows or hanging objects.

HOLD ON: Hold onto the leg of the table or desk until the shaking stops. If it moves, move with it.

SILENCE: Students shall remain silent and await instructions from the teacher or administrator.

After (Evacuation & Assessment)

Wait: Do not evacuate until the shaking has completely stopped.

Assess: Teachers will perform a quick visual check for injuries and immediate hazards (e.g., gas smells, fires) before moving.

Evacuate: Using designated routes (considering students with disabilities), classes will move to their evacuation zone if safe.

Accountability: Teachers must carry their "Go Bag" and class roster. Once at the evacuation zone, they will report the status of all students to the Incident Commander using established communication protocols (e.g., Red/Green status cards).

3. Board Policy & Mass Care (BP 3516)

The school site 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.

Explosion or Risk Of Explosion

Explosion/Threat of Explosion

1. Personally execute Action DUCK, COVER AND HOLD upon the first indication of the explosion.
2. If the explosion occurred within the school buildings, immediately upon passage of the blast wave, initiate Action EVACUATION.

Threat of Explosion

1. Initiate Action EVACUATION.

Responsibility of Principal, Lead Teacher, or School Office Manager

Unsafe School Conditions

* If [name] School becomes unsafe, move students to the closest suitable alternate shelter.

Location: [Insert Location]

The principal notifies the Superintendent/ District Incident Command.

The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Incident Command and/or Law Enforcement.

Fire in Surrounding Area

Each classroom and facility on the campus has a functioning fire extinguisher and a manual pull switch to activate the fire alarm. In addition, evacuation routes are posted by the exits in each classroom. For the protection of all occupants on campus in case of a fire, the following evacuation procedures have been established should there be a need to EVACUATE off-site.

1. The set alarm is distinctive and recognizable as a signal to evacuate. The evacuation alarm signal is continuous. The PA system can also be used to EVACUATE. EVACUATION - xx909 - signal is audible and consists of a pre-tone, voice message ENG/SPN (EVACUATE), post-tone sequence repeated 2 times, scrolling text until stopped in ENG/SPN (!!! Evacuate !!!), flashing lights go on.
2. Order a verbal evacuation if the fire alarm does not sound.
3. Notify emergency responders, Call 911.
4. Notify the Superintendent/ District Incident Command of the evacuation and location.
5. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
6. Everyone should clear the building immediately. WALK - Do not run.
7. Teachers will supervise egress from the classrooms into the designated Evacuation Areas according to the Emergency Evacuation Routes marked on the maps posted in every classroom and office. The teacher leaves the classroom last closing doors (not locked) and if safe windows.
8. If heavy smoke is present, crawl or stay near the floor for breathable air.
9. In the case of FIRE ONLY, close the doors upon evacuating.

If there is no need to evacuate the following procedures have been established.

Air Quality

1. Air Quality Index located on the SRCS District website will be used to determine if activities should be moved indoors.
2. The Principal will communicate to staff and students via the PA System when activities will remain indoors.

3. The Principal will communicate to parents that students are safe and due to the air quality activities will resume and remain indoors.
4. The principal notifies the Superintendent/ District Incident Command. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Incident Command and/or Law Enforcement.

Fire on School Grounds

Each classroom and facility on the campus has a functioning fire extinguisher and a manual pull switch to activate the fire alarm. In addition, evacuation routes are posted by the exits in each classroom. For the protection of all occupants on campus in case of a fire, the following evacuation procedures have been established should there be a need to EVACUATE off-site.

1. The set alarm is distinctive and recognizable as a signal to evacuate. The evacuation alarm signal is continuous. The PA system can also be used to EVACUATE. EVACUATION - xx909 - signal is audible and consists of a pre-tone, voice message ENG/SPN (EVACUATE), post-tone sequence repeated 2 times, scrolling text until stopped in ENG/SPN (!!! Evacuate !!!), flashing lights go on.
2. Order a verbal evacuation if the fire alarm does not sound.
3. Notify emergency responders, Call 911.
4. Notify the Superintendent/ District Incident Command of the evacuation and location.
5. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
6. Everyone should clear the building immediately. WALK - Do not run.
7. Teachers will supervise egress from the classrooms into the designated Evacuation Areas according to the Emergency Evacuation Routes marked on the maps posted in every classroom and office. The teacher leaves the classroom last closing doors (not locked) and if safe windows.
8. If heavy smoke is present, crawl or stay near the floor for breathable air.
9. In the case of FIRE ONLY, close the doors upon evacuating.

Flooding

Flooding could threaten the safety of students and staff whenever stormwater or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as drains. If weather-related, an alert message will be broadcast over the weather radio station. In the event of a flood, the following guidelines should be followed as much as possible:

Incident Commander

1. Determine if evacuation is required.
2. Notify the Superintendent/ District Incident Command of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
3. The decision to evacuate students off-site will be made by the Principal/Superintendent/and/or District Incident Command.
4. Instruct on the means by which students will be evacuated to a safer location. Other guidelines should be kept in mind if students are going to be transported by buses or cars.
5. Post a notice on the office door stating where the school has relocated and inform the relocation site to the Superintendent/ District Incident Command.
6. Monitor local radio and television stations for flood information.
7. Delegate a search team if students or staff have been determined to be missing.
9. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

General Staff:

1. If warranted, evacuate students using an evacuation plan.
2. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
3. Teachers will supervise egress from the classrooms into the designated Evacuation Area according to the established Emergency Evacuation Routes marked on the maps posted in every classroom and office.
4. Teachers will take their roll books to the evacuation site, take roll, and complete an attendance report.
5. Teachers will submit a report and identify any missing student(s), Staff Buddies, or other Staff to the Evacuation Area Lead.

6. If students or staff have been determined to be missing, a search & rescue team will conduct their duties.
7. Follow the Student Request and Release Procedures if school dismissal is warranted by the Superintendent/ District Incident Command.

Students and staff will be notified if and when it is safe to return to the school site and/or building under the direction of emergency responders and in consultation with the Principal/Designee/Superintendent/District Incident Command. Do not return to the school building until it has been inspected and determined safe by property authorities.

Loss or Failure Of Utilities

Notify the District Superintendent/District Incident Command.

During the School Day

If the loss of power is during school hours students will remain at school until the end of the school day. All after school activities and programs will be canceled.

Assess food preparation facilities

Estimate the number of persons requiring shelter and for what period of time

Assess the adequacy of available water, food, blankets, and other supplies

Control conservation of water

Establish a list of all persons on campus and determine any special needs.

Report additional equipment and supply needs to the District Emergency Operations Center (EOC)

Set up portable latrines as needed

Before the start of the School Day

If the loss of power is before the start of school hours, the Superintendent will make the decision to close schools.

The principal will send a message via the message system to the school community (parents and staff) in English and Spanish.

The SRCS District Office may also choose to send a message to the school community if multiple sites will be closed due to the loss or failure of utilities.

School closure and event cancellation is ultimately a school district-by school district decision based on local conditions.

Motor Vehicle Crash

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/DESIGNEE ACTIONS:

Notify the police and fire department (CALL 911).

Determine immediate response procedures, which may include EVACUATION or OFF-SITE EVACUATION which may include the use of busses or alternate transportation.

Arrange for first aid treatment and removal of injured occupants from the building.

Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.

Ensure that students and staff remain at a safe distance from the crash.

Account for all building occupants and determine the extent of injuries.

Notify the Superintendent/ District Incident Command.

The decision to relocate students will be made by Law Enforcement/Principal/Superintendent/District Incident Command.

Follow the Student Request and Release Procedures if school dismissal is warranted by the Office of the Superintendent/ District Incident Command.

The principal advises parents of the removal of students to an alternate location.

Students released to parents from alternate/safe location.

STAFF ACTIONS:

Notify Principal

Move students away from the immediate vicinity of the crash.

EVACUATE student to the evacuation assembly/safe area away from the crash. Take the class list and red emergency backpack.

Check the school site to assure that all student have evacuated.

Take attendance at the evacuation assembly area

Report missing students (pink form) to the principal/designee and emergency response personnel.

Maintain control of the students a safe distance from the crash site.

Care for the injured, if any.

Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

(All teachers have a RED emergency bag in their classroom that includes an updated annual emergency release information (teachers update from the Student Information System (SIS) assuring that children are released to parent/guardian approved individuals.)

School closure and event cancellation is ultimately a school district-by school district decision based on local conditions.

Pandemic

The school site will cooperate with the Sonoma County Health Officer to implement measures for the prevention and control of communicable diseases, including but not limited to influenza and pandemic episodes. Measures will include components of:

- * Notification of students, families and the community;
- * Infection control with hygiene, cleaning, disinfection, and ventilation standards;
- * Social Distancing; and
- * Testing/Vaccination requirements if applicable.

Psychological Trauma

A risk of the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include the following: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting the head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

PRINCIPAL/DESIGNEE ACTIONS:

Keep the individual under continuous adult supervision.

Keep the individual on campus until the parent/guardian has been notified.

Arrange appropriate support services for the necessary care of the individual.

If the individual actively displays dangerous behavior or there is a reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).

School progression (psychologist, counselor, social worker, nurse) should recommend the next steps to the principal. The next steps may include:

Provide parents/guardian with the names and phone numbers of mental health resources

Recommend that the parents/guardian make an immediate contract with a therapist.

Request that the parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.

Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.

Provide follow-up collaborative support for the student and parents (as indicated) within the school.

Develop a safety plan prior to the student's return to school.

Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
Notify principal/designee
Notify school nurse, school psychologist, counselor or social worker.
Protect the individual from injury.

Suspected Contamination of Food or Water

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in the proximity of food or water supplies or suspicion of possible food/water contamination. Indicators of the contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illness.

PRINCIPAL/DESIGNEE ACTIONS:

CALL 911

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
Provide a list of potentially affected students and staff to responding authorities.
Provide staff with information on possible poisonous materials in the building.
Notify District Superintendent/District Incident Command of situation and number of students and staff affected.

STAFF ACTIONS:

Notify principal/designee
CALL the POISON CENTER HOTLINE 1-800-222-1222.
Administer first aid as directed by the poison information center.
Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

Keep poisonous materials in a locked and secure location.
Post the Poison Control Center emergency number in the front office, school health room (located in the main office) and on all phones that can call outside.
Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

Tactical Responses to Criminal Incidents

(e) (1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the school site of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal or his or her designee chooses to send the written notice, the Legislature encourages the notice to be sent no later than the end of business on the second regular workday after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act that is considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915.

(2) Nothing in this subdivision shall create any liability in a school district or its employees for complying with paragraph (1).

(f) (1) Notwithstanding subdivision (b), a school district or county office of education may, in consultation with law enforcement officials, elect to not have its school site council develop and write those portions of its comprehensive school safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site. The portions of a

school safety plan that include tactical responses to criminal incidents may be developed by administrators of the school district or county office of education in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of that school district or county office of education, if he or she chooses to participate. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents.

(2) As used in this article, "tactical responses to criminal incidents" means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.

(3) Nothing in this subdivision precludes the governing board of a school district or county office of education from conferring in a closed session with law enforcement officials pursuant to Section 54957 of the Government Code to approve a tactical response plan developed in consultation with those officials pursuant to this subdivision. Any vote to approve the tactical response plan shall be announced in open session following the closed session.

(4) Nothing in this subdivision shall be construed to reduce or eliminate the requirements of Section 32282.

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

The principal notifies the Superintendent/District Incident Command.

The decision to evacuate students off-site will be made by the Principal/Designee/Law Enforcement/Superintendent/District Incident Command.

Depending on the situation: LOCKDOWN-follow lockdown procedures, RUN-HIDE-FIGHT-follow Active Shooter Procedures, EVACUATE-if told to evacuate campus move to the designated location off-site or evacuation area on-site.

How to respond when Law Enforcement Arrives

Remain calm and follow instructions

Remove any items in your hands (i.e., cell phones, bags, jackets)

Raise hands and spread fingers

Keep hands visible at all times

Avoid quick movements toward officers such as holding on to them for safety

Avoid pointing, screaming or yelling

Do not stop to ask officers for help or direction when evacuating

Call 911 and notify the District Superintendent/District Incident Command when it is safe to do so.

Information to provide to Law Enforcement or 911 Operator

The specific location of the active shooter

Number of Shooters

Physical description of shooters

Number and type of weapons held by shooters

Number of potential victims at the location

Unlawful Demonstration or Walkout

Prohibited Activities

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight.
2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907) (cf. 5145.2 - Freedom of Speech/Expression)

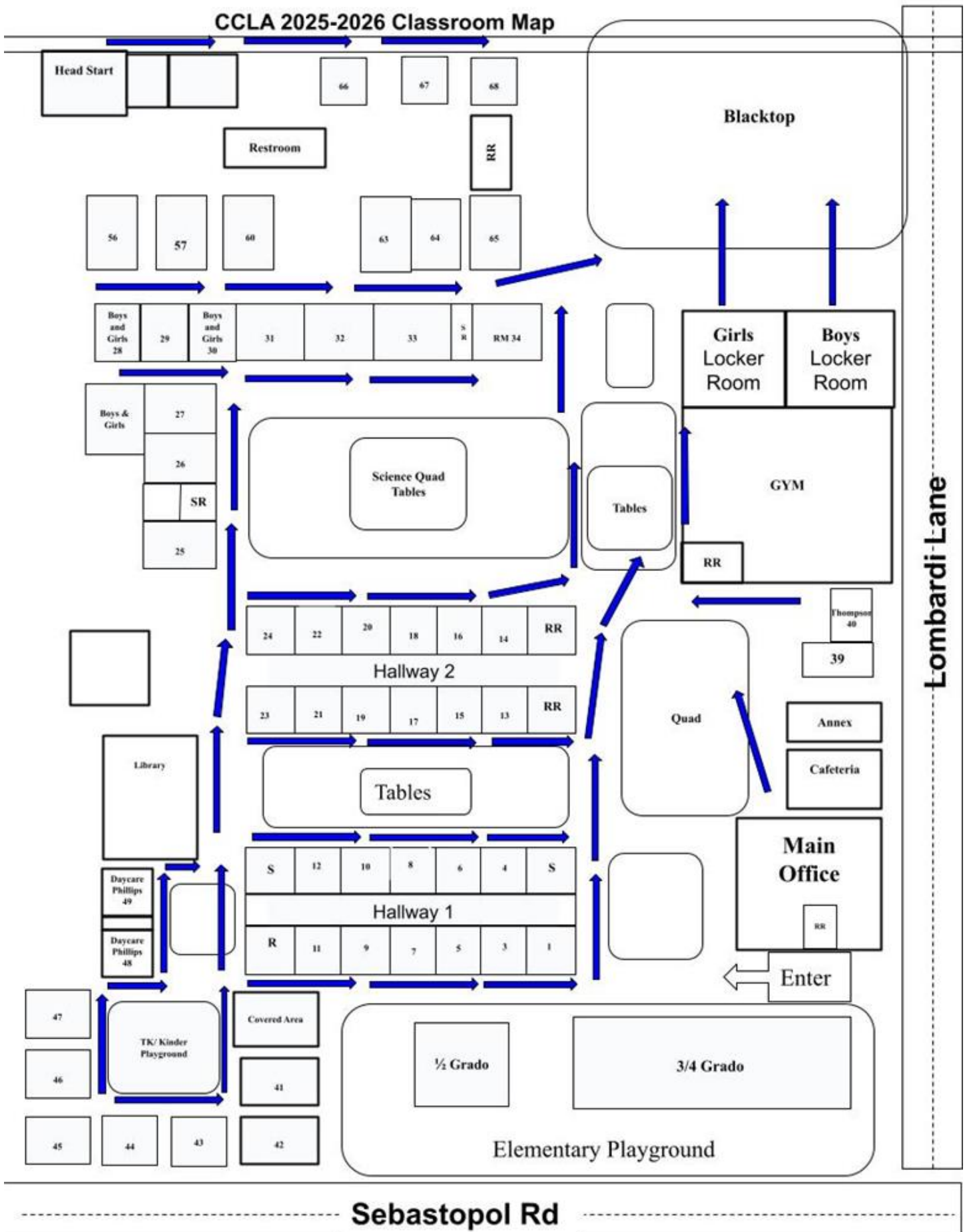
Other examples of activities that may be considered disrupting school operations include, but are not limited to:

- a. Organizing or participating in unauthorized assemblies on school premises
- b. Participating in sit-ins or stand-ins which deny students or employees normal access to school premises
- c. Interfering with or unauthorized use of the district's computer system

In the event that an unlawful demonstration or walkout is planned, the principal notifies the Superintendent/District Incident Command.

Emergency Evacuation Map

CCLA 2025-2026 Classroom Map



Sebastopol Rd


Lombardi Lane




Cesar Chavez Language Academy

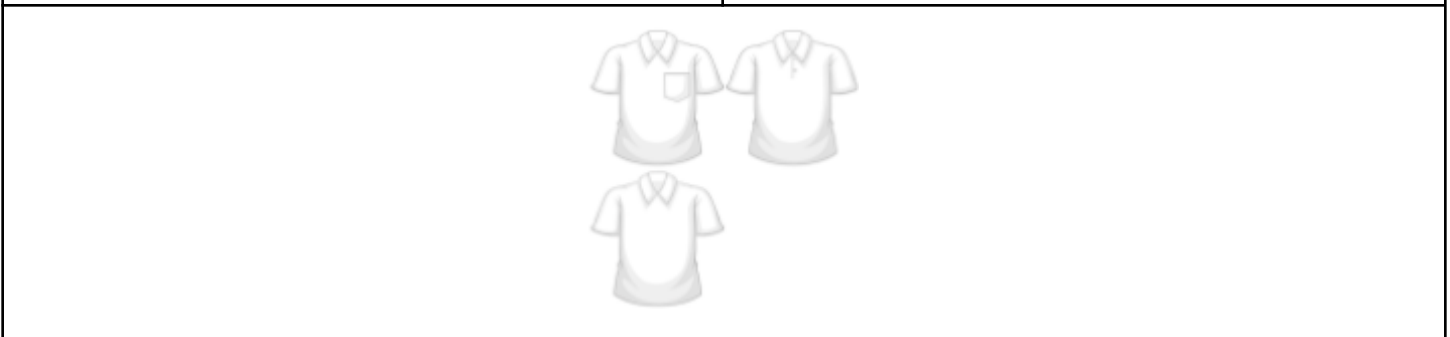
2480 Sebastopol Road, Santa Rosa, CA 95407 • T: (707) 890-3890 • F: (707) 890-3889 • Absences: 23112
 Aida Diaz, Principal • Melissa Jones, Asst. Principal • Gabriela Mendoza-Torres, Asst. Principal

TK-6th

<p>Colors for collared Shirts -COLORES de camisas con cuellos</p> <ul style="list-style-type: none"> ● Solid Black -Negro Solido ● Solid White - Blanco Solido ● Solid Forest Green - Verde forestal Solido 	
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<p>Colors for Pants -COLORES de pantalones</p> <ul style="list-style-type: none"> ● Solid Black -Negro Solido ● Solid Forest Green - Verde forestal Solido ● Solid Khaki - Khaki Solido 	
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Shirts (TK-6)	Camisas (TK-6)
<ul style="list-style-type: none"> ● Solid Collared Shirts: no logos, no pictures, no patterns ● T-shirts only CCLA LOGO ● Shirts need to have sleeves and full length. 	<ul style="list-style-type: none"> ● Sólido Camisas con cuellos: sin logotipos, sin imágenes, sin patrones ● Solo camisetas CCLA LOGO ● Las camisas deben tener mangas y ser largas.




Pants (TK-6)	Pantalones (TK-6)
<ul style="list-style-type: none"> ● Jeans, ripped jeans or pants with holes are not allowed. ● Pants should fit at the waist and be no more than one size too large ● Bottoms: Denim material allowed in the colors; black, forest green and khaki ● Sweat pants, and leggings (Only for TK to 1st Grade) 	<ul style="list-style-type: none"> ● No se permiten pantalones de mezclilla o pantalones con agujeros. ● Los pantalones deben quedar a la cintura y no ser más de una talla más grande ● Partes de abajo: Material de mezclilla permitido en los colores; negro, verde bosque, y caqui ● pantalones deportivos y leggings (Solo para los grados TK a 1st)

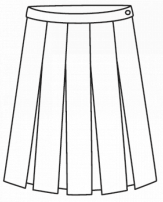


7th and 8th


<p>Colors for Shirts -COLORES de camisas</p> <ul style="list-style-type: none"> ● Solid Black -Negro Solido ● Solid White - Blanco Solido ● Solid Forest Green - Verde forestal Solido 	
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<p>Colors for Pants -COLORES de pantalones</p> <ul style="list-style-type: none"> ● Solid Black -Negro Solido ● Solid Forest Green - Verde forestal Solido ● Solid Khaki - Khaki Solido 	
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Shirts (7th- 8th)	Camisas (7th-8th)
<ul style="list-style-type: none"> ● Solid: no logos, no pictures, no patterns ● Collared shirts (Optional) ● Shirts need to have sleeves and full length. 	<ul style="list-style-type: none"> ● Sólido: sin logotipos, sin imágenes, sin patrones ● Camisas con cuellos (Opcional) ● Las camisas deben tener mangas y ser largas.
	

Pants	Pantalones
<ul style="list-style-type: none"> ● Jeans, ripped jeans or pants with holes are not allowed. ● Pants should fit at the waist and be no more than one size too large ● Bottoms: Sweat pants, leggings, and denim material allowed in the colors; black, forest green, and khaki 	<ul style="list-style-type: none"> ● No se permiten pantalones de mezclilla o pantalones con agujeros. ● Los pantalones deben quedar a la cintura y no ser más de una talla más grande ● Partes de abajo: pantalones deportivos, leggings y material de mezclilla permitido en los colores; negro, verde bosque, y caqui

Skirts, Shorts, Dresses & Jumpers	Faldas, Pantalones Cortos, Vestidos y Jumpers
<ul style="list-style-type: none"> • All shorts & skirts must be knee length • Leggings are recommended to wear under, skirts, dresses and jumpers • SOLID colors: Forest Green, Black, White, Khaki 	<ul style="list-style-type: none"> • Todos los pantalones cortos y faldas deben llegar a la rodilla. • Recomendamos las mallas que se usan debajo de los vestidos, las faldas y los jumpers • Colores solidos: verde, negro, blanco, khaki
<div style="display: flex; justify-content: space-around; align-items: center;">    </div>	

Sweaters & Jackets	Sueter & Chaquetas
<ul style="list-style-type: none"> • Logos, letters, words, designs, or pictures are not permitted • Solid Colors: Black, Green, and White <div style="display: flex; align-items: center; margin-top: 10px;">  </div>	<ul style="list-style-type: none"> • No se permiten logotipos, letras, palabras, diseños o imágenes. • Colores Solidos: negro, verde y blanco



Shoes & Accessories	Zapatos & Accessories
<ul style="list-style-type: none"> • Shoes should be flat and closed-toe (no sandals, open-toed shoes, or heels) Accessories may be any color EXCEPT solid red or blue • All logos, including sports logos, are prohibited • Shoe laces, beanies, hats, gloves, belts, and scarves are allowed • Hats/beanies ARE NOT allowed indoors • Belts (brown or black) may be worn but must be tucked into belt loops. No initials or other markings are allowed on the belt or buckle • No large hoop or dangling earrings. • No Blankets • No toys • PJ bottoms 	<ul style="list-style-type: none"> • Los zapatos deben ser planos y cerrados (no sandalias, zapatos abiertos o tacones) • Los accesorios pueden ser de cualquier color EXCEPTO rojo o azul sólido • *Todos los logotipos, incluidos los deportivos, están prohibidos. • Se permiten cordones de zapatos, gorros, sombreros, guantes, cinturones y bufandas • Los sombreros / gorros NO ESTÁN permitidos en el interior • Se pueden usar cinturones (marrones o negros), pero deben estar metidos en las trabillas. No se permiten iniciales ni otras marcas en el cinturón ni en la hebilla. • No aros grandes ni aretes colgantes. • Sin mantas

7-8th PE Uniform	Uniforme de Educación Física 7-8
<p>7th and 8th-grade students are expected to wear a uniform in their P.E. classes. For reasons of hygiene, students are not to wear the clothing they wore to school during PE class. The PE uniform consists of:</p> <ul style="list-style-type: none"> ● CCLA PE t-shirt ● Shorts and/or sweatpants (or approved substitute) ● Athletic shoes 	<p>Se espera que los estudiantes de 7.º y 8.º grado vistan un uniforme en su clase de educación física. Por razones de higiene, los estudiantes no deben usar la ropa que usaron en la escuela durante la clase de educación física. El uniforme de educación física consta de:</p> <ul style="list-style-type: none"> ● Camiseta CCLA PE ● Pantalones cortos y/o pantalones de chándal (o un sustituto aprobado) ● Zapatos atléticos

Enforcement of Dress Code Policy

We ask that parents make every effort to see that their children arrive at school in the proper attire. If a student arrives out of uniform, the teacher will notify the parent, identifying the issues. The first occurrence is a warning. If there are future violations, the parent will be required to bring the appropriate clothing to school before the student can be admitted to class. Repeated violations will require a parent/teacher/principal conference. If there is an extenuating circumstance, the parent should communicate directly with the Principal.

1. Warning
2. Parent brings clothes to school before student is admitted to class
3. Parent/teacher/principal conference

Cumplimiento del código de vestimenta común

Pedimos que hagan todo lo posible para ver que sus hijos lleguen a la escuela en el vestuario adecuado. Si un estudiante llega sin uniforme, el maestro enviará a casa un aviso que identifique el problema. La primera ocurrencia es una advertencia. Si hay otra violación, se requerirá que los padres traigan la ropa adecuada a la escuela antes de que el estudiante pueda ser admitido a la clase. Violaciones repetidas requerirán una conferencia con el padre/maestro/director. Si hay una circunstancia atenuante el padre debe comunicarse directamente con el Director.

1. Advertencia
2. El padre trae ropa a la escuela antes de que el estudiante sea admitido a clase
3. Conferencia de padres/maestro/director