Comprehensive School Safety Plan
SB 187 Compliance Document

2024-25

School Year

School: Eastside Academy

CDS Code: 19 64477 0122929

District: Eastside Union Elementary School District

Address: 45006 30th Street East
Lancaster, CA 93535

Date of Adoption: 2/7/2025

Approved by:

Name	Title	Signature	Date
Jina Hughes	Administrator/Principal		
Crystal Montoya	Attendance Assistant		
Shkaree Ritchie	General Education Teacher		
Brian Carreon	General Education Teacher		
Arlene Potter	Instructional Aide		
Natalie Yanez	Campus Supervisor		
Fermin Gonzalez	Counselor		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 1900. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

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

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

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at www.eastsideusd.org.

Safety Plan Vision
Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

Components of the Comprehensive School Safety Plan (EC 32281)

Eastside Academy Safety Committee
Jina Hughes - Administrator/Principal
Shkaree RItchie - General Education Teacher
Brian Carreon- General Education Teacher
Crystal Montoya- Administrative Assistant (Attendance)
Arlene Potter- Instructional Aide
Natalie Yanez- Campus Supervisor
Fermin Gonzalez- Counselor

Assessment of School Safety
What are the needs of school, staff and students?
Assure a Safe Physical Environment (areas of need):
o Improve safety of school grounds
o Improve safety of buildings/classrooms
o Improve internal security
o Improve exterior and/or perimeter security
o Improve student drop off and pick up
o Improve safety of ingress/egress routes
o Improve safety of field/equipment
o Prevent and reduce vandalism and graffiti
o Prevent weapons on campus
o Prepare student and staff for crisis emergencies

Provide each Student with Resiliency Skills (expectations, caring, and participation) by enhancing (areas of need):
o Community service opportunities
o Parental involvement
o Alternative to violence
o Good communication skills
o Character/values education
o Social Emotional Learning competencies
o Participation in academic activities
o High academic self expectations

Assure a Safe, Respectful, Accepting and Emotionally Nurturing Environment by promoting (areas of need):
o Positive structure in classroom
o Fair and consistent discipline consequences
o Acceptance of diversity
o Drug-Free school
o Social Emotional Learning competencies
o Parental involvement
o Nurture positive self-esteem
o Anger management
o Personal and social responsibility
o Student Support
o Participation and collaboration of Parents/Students/Community
o Prevention and intervention strategies
o Anti-bullying/hazing
o On-going staff development
o Attendance enhancement
o Gang suppression
o Effective teacher/student relationships

o Conflict resolution skills
o Student recognition
o Supervision of students across all settings
o Collaboration among agencies, law enforcement

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

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

The Governing Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

(cf. 6143 - Courses of Study)
The Superintendent or designee shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)
Child Abuse Reporting
The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.
Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.
Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)
Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses
A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)
Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)
Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting
The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)
When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)
No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)
Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report
Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)
Los Angeles County Child Abuse Hotline
3075 Wilshire Boulevard, 5th floor
Los Angeles, CA 90010
(800) 540-4000
When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report
Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)
The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.
Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)
a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
b. The child's name and address, present location, and, where applicable, school, grade, and class
c. The names, addresses, and telephone numbers of the child's parents/guardians
d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)
The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting
The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)
However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal, once notified, shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.
Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Release of Child to Peace Officer
When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent or guardian of the situation. (Education Code 48906)

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

Disaster Plan (See Appendix C-F)
Emergency Evacuation: (Principal's checklist)

- Determine appropriate evacuation areas that have been pre-designated.
- Activate alarm/PA system or send message runner.
- Telephone emergency service personnel:
- Call 911
- Contact Superintendent's office/District Office
- Activate/Respond to Catapult Emergency Response System
- Utilities Shut-off (As needed)

Activate Key Personnel to:

- Attend to the injured.
- Assure complete evacuation and student(s)/staff are accounted for.
- Ensure special needs students are evacuated accordingly.
- Secure school for specific emergency.
- Clear road/fire lanes for emergency vehicles (pre-assigned).
- Assure that injured students/staff are reported to medical services for care and transportation to hospital/emergency medical center.
- Be contact person for emergency services, district, utility and/or news media personnel and provide needed aid (pre-assigned).
- Direct employees to aid those from the emergency services, District, utilities and other authorities. Avoid entering damaged areas unless specifically asked.
- Assure the facility is thoroughly inspected by the custodian, fire officials and District Operation personnel before re-entry is allowed.
- Seek Superintendent or Designee/Assistant Superintendent(s) approval for school closure if damage cannot be immediately restored or repaired.
- If possible, have students/staff re-enter parts of the school that are declared safe.
- Make sure all students/staff are accounted for once outside.

Emergency Evacuation: (Employees checklist)

- Upon emergency alert, secure work area as advised and depart/report to assigned safe area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- If dismissed, inform Principal/Designee of departure.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Principal/Designee.

Emergency Evacuation: (Teachers checklist)

- Upon alert, assemble students for evacuation using designated routes.
- Secure room as advised.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report/Record any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If closure is ordered with no re-entry, when advised, release walkers and car/passengers (unless drivers are needed to evacuate students from the site) accounting for those who have left. Stay with bus riders until buses arrive.

- If signaled to re-enter school, ensure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Principal/Designee.
- Debrief students to calm fears about the evacuation.

Incident Commander Structure Definitions:

Incident Commander & Public Information Officer- Principal or Site Manager or Deputy

Principal/Designee or Site Manager - Reports to District Site Liaison Coordinator through Leadership Academy Director. Implements emergency plan, coordinates operations, activates response teams (as needed). Keeps log of communications, decisions, and actions. Establishes communications with the District EOC via District Site Liaison Coordinator through Leadership Academy Director. Accounts for all students and staff. Assesses the situation and requests resources. Controls all internal communications. Posts and maintains status information. Refers media inquiries to the District officials, if unavailable, prepares statement. Determines when emergency operations cease. Prepares a report to the Superintendent.

Operations Section -
Custodial/Instructional Staff, Office Personnel - Person in charge of Operations Section designated by Incident Commander. In charge of response efforts. Evaluates and acts on operational information. Keeps the IC informed of the response teams' activities.

Evacuation -
Staff/other administrative staff on site - Responsible for evacuating building safely. Checks for safest route for students and staff to exit according to pre-planned evacuation plans.

Search & Rescue Team -
Follows an orderly and pre-established sweep pattern. Checks each classroom, office, storage area, auditorium, bathroom, outdoor area, etc. Checks each area 3 ways, visually, vocally, and physically. Reports location of victims to First Aid Team as soon as possible. Records location of victims on checklist. Looks for obvious problems (structural damage, hazardous materials spills, fires, etc.). Records nature and location of observed problems on checklist. Reports imminent danger to Operations Section Chief. Marks areas searched to avoid duplication of effort or oversight.

Initial Damage Assessment Team -
Performs initial assessment of damage to buildings and structures. Coordinates with Search & Rescue Team. Checks perimeter of school site for damage such as downed wires.

First Aid Team -
Triages victims. Administers first aid. Records information about injuries and administers first aid. Determines need for medical assistance. Assures availability of necessary first aid supplies and equipment.

Site Security Team -
Upon evacuation, secures all buildings, locks doors & gates. Marks off areas with apparent structural damage or other danger. Stations team members at obvious school access points to direct parents, fire, rescue, police, and medical personnel. Prepares to receive neighbors/community members who wish to volunteer.

Site Safety -
Assistant Principal/Designee/staff - Responsible for making safety inspection of buildings and facilities that may have been damaged, initially and subsequently. Ensures that all responders are working in a safe environment. Makes changes to the plan as needed, with approval of the Incident Commander. Shuts off utilities (gas, electricity, water) in areas where hazards may worsen. Helps suppress or isolate fires until help arrives.

Logistics Section -
Instructional and Administrative Staff - Person in charge of Logistics Section designated by Incident Commander. Ensures the provision of resources for the on site response effort. Includes procurement, delivery and deployment of resources.

Food/Water/Supplies Team -
Assesses food preparation facilities. Assess status of supplies: check water, estimate number of students/staff, check first aid supplies, check supplies of blankets, etc. Control conservation of water/supplies. Report findings to Logistics Officer.

Transportation Team -
Assess transportation needs of students/staff need to evacuated to an alternate site. Report findings to Logistics Officer

Student Care Team -
Determines overall extent of casualties and damage. Assesses ability of all to evacuate. Evacuates areas using assigned evacuation routes. Leads groups to assembly areas. Takes attendance and reports status to Logistics Section Chief. Accounts for all. Reports missing students/staff to Logistics Section Chief. Stays with group to supervise, inform, and reassure students throughout the duration of the emergency. Relieves teachers who may have other assignments.

Communications Team -
Ensures communications equipment is operable, inventoried, and ready for use in the event of a disaster. Sets up communications for command post. Takes messages as categorizes by:
1)life threatened, 2) property threatened and 3) all others. Maintains communications log. Reports status to Logistics Section Officer.

Planning & Intelligence Section -
Instructional Staff - Person in charge of Planning & Intelligence Section designated by Incident Commander. Supervises status board for on-site response. Responsible for planning ongoing operations. Surveys facilities and structures, oversees inspections, manages shut-down and restoration of utilities. Manages message flow and runners. Situation Status – Gathers data generated from incident, i.e. from first aid-injuries & deaths, search & rescue-missing & deaths, logistics-resources needed, initial damage assessment-damages to building & grounds. Generates information by time, situation, needs, action taken, time task was completed. Posts information on visible chart for Incident Commander to assess.

Documentation Team -
Collects logs, maintains time logs, completes after-action reports for site.

Finance & Administration Section -
Administrative, Clerical Staff - Person in charge of Finance & Administration Section designated by Incident Commander. Supervises accounting and documentation.

Cost & Records Team -
Protects school records. Collects all logs, student attendance sheets, accounting data generated during the response. Compiles information necessary for reports and assessment.

Student Release Team -
Establishes reunion points at each access location. As soon as parents arrive, begins to process the release of students to their parents or other authorized guardians. Checks student identification to assure adult is authorized to take the child. Asks to see identification of person(s) wishing to take student. Obtains signature of person taking student.

Adaptations for Students with Disabilities

Public Agency Use ofSchool Buildings for Emergency Shelters
N/A

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Governing Board believes that a positive learning environment is essential to a quality education. To achieve this goal, school personnel should exercise sound judgement to prevent or protect against behavior which leads to the disruption of learning or which threatens the safety of individuals or property. Ordinarily, suspension should be imposed only when other means of correction fail to bring about proper conduct. School personnel are encouraged to use other interventions or consequences to bring about a change in a student's behavior.

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.
(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
(e) Committed or attempted to commit robbery or extortion.
(f) Caused or attempted to cause damage to school property or private property.
(g) Stole or attempted to steal school property or private property.
(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.
(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
(l) Knowingly received stolen school property or private property.
(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(Amended by Stats. 2018, Ch. 32, Sec. 49. (AB 1808) Effective June 27, 2018.)

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

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])
The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

Instruction/Information:
The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:
1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.
Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Training:
Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position. (Government Code 12950.1)
The district's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment. The training shall also include all of the content specified in 2 CCR 7288.0 and practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1; 2 CCR 7288.0)
In addition, the Superintendent or designee shall ensure that all employees receive periodic training regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.
Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:
1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained

4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

Complaint Process:
Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions:
Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)
1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

School-Level Complaint Process/Grievance Procedure:
Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:
1. Notice and Receipt of Complaint: Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/Principal, whether or not the victim files a complaint. In any case of sexual harassment involving the Coordinator/Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.
2. Initiation of Investigation: The Coordinator/Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

If the Coordinator/Principal receives an anonymous complaint or media report about alleged sexual harassment, he/she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.
3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.
4. Investigation Process: The Coordinator/Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Coordinator/Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place.

When necessary to carry out his/her investigation or to protect student safety, the Coordinator/Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.
(cf. 5141.4 - Child Abuse Prevention and Reporting)
5. Interim Measures: The Coordinator/Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.
6. Optional Mediation: In cases of student-on-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.
7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/Principal may take into account:
a. Statements made by the persons identified above
b. The details and consistency of each person's account
c.   Evidence of how the complaining student reacted to the incident
d. Evidence of any past instances of harassment by the alleged harasser
e. Evidence of any past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Coordinator/Principal may take into consideration:
a. How the misconduct affected one or more students' education
b. The type, frequency, and duration of the misconduct
c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
e. The size of the school, location of the incidents, and context in which they occurred
f. Other incidents at the school involving different students
8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written a report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

Enforcement of District Policy:
The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:
1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community
5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

Notifications:
A copy of the district's sexual harassment policy and regulation shall:
1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917) (cf. 5145.6 - Parental Notifications)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
The California Legislature has declared that gang-related apparel is hazardous to the health and safety of the school environment. The Board recognizes that there is evidence of a gang presence in district schools that may disrupt or interfere with school activities. The Board has determined that the Superintendent or designee may establish reasonable dress code regulations prohibiting students from wearing gang-related apparel when necessary for the health and safety of the school environment.

The following gang and cult related paraphernalia is prohibited from the Eastside Union School District:
1. Gang or cult related writing, insignias, signs, symbols, and logos.
2. Gang or cult related clothing.
3. Hazing, gang, or cult group activities.
4. Any other related gang or cult activity as determined by the administration.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Eastside Union S.D. Board Policy BP 5142

Safety:

The Governing Board recognizes the importance of providing a safe school environment in order to help ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including practices relative to school facilities and equipment, outdoor environment, educational programs and school-sponsored activities.

Staff shall be responsible for the proper supervision of students during school hours, while at school-sponsored activities, and while students are using district transportation to and from school.

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

Component:
Campus Climate - Health and Safety

Element:
Anti-Bullying, Cyber Bullying, and Positive Behavior at School

Opportunity for Improvement:
Increase Positive Behavior
Anti-Bullying using Positive Behavior Interventions and Supports (PBIS)

Objectives	Action Steps	Resources	Lead Person	Evaluation
1.Staff: Introduce, identify, and discuss Anti-Bullying and Cyber Bullying. 2. Students: Introduce, identify, and discuss Anti-Bullying and Cyber Bullying in classrooms. Staff/Students: Create solutions to combat Cyber Bullying. Staff: Continuously remind staff of the importance of introducing ways to use technology responsibly. 3.Students: Provide students with the opportunity to use social media or have them come up with their own rules while using social media. Staff/Students: Evaluate surveys and re-evaluate our plan to continue our rally to decrease the incidents of Cyber Bullying.	1. Use problem solving scenarios and input from all staff. 2. Create Anti-Bullying and Cyber Bullying décor and posters to place around the school. Students from middle school speak with elementary school students about importance of identifying Bullying and Cyber Bullying. 3.Continue reminding students about the importance of maintaining positive behaviors when using technology. This will be especially helpful over the summer.	General Fund	Administration /Teachers/Staff	Plan, review, project milestones and monthly progress monitoring.
Positive Behavior Interventions and Supports (PBIS) Positive Behavior Interventions and Supports (PBIS) is a proactive system-wide	Multi-Tiered System of Behavior Supports Improving student academic and behavior outcomes is about ensuring that all students have access to the most	General Fund	Administration/PBIS Coordinator	Monthly Culture & Climate/PBIS Meetings at the Site Level Program Monitoring at the Site Level: Familiarize yourself with our school's

framework for creating and maintaining safe and effective learning environments in schools, and ensuring that all students have the social skills needed to ensure their success at school and beyond. School-wide Positive Behavior Interventions and Support (SWPBIS) is comprised of intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for all students. Teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise, and power underlying PBIS and other preventive interventions in America's schools.	effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBIS provides an operational framework for achieving these outcomes. More importantly, SWPBIS is NOT a curriculum, intervention, or practice, but IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.			behavior expectation matrix. Reward students for demonstrating desired behaviors (Points earned, verbal praise, etc.) that correlate to the behavior expectations. Keep the 5 to 1 concept in mind. For every behavior correction, acknowledge ANY other 5 positive behaviors. Always acknowledge positive behaviors of students previously corrected. Teaching behavior should be additive—not subtractive. Never take earned points away!
Implementation: School-wide PBIS is a framework for a systems change, not a silverbullet program. Having originated from the science of applied behavior analysis, it incorporates the major elements of any good behavioral program, only they are applied at the macro level of the entire school. Because of this large-scale paradigm shift, it must be addressed in stages, so we have identified eight "Steps to Implementation."	Tier 1 Steps for Implementation: STEP 1 - Establish Site Team Membership STEP 2 - Develop Brief Statement of Behavior Purpose STEP 3 - Identify Positive School-wide Behavioral Expectations STEP 4 - Develop Procedures for Teaching School-wide Behavior Expectations STEP 5 - Develop	General Fund	Administrator/PBIS Coordinator	Academy Staff Team meets to discuss and review implementation and fidelity of supports and progress of PBIS.

	Procedures for Teaching Classroom-wide Behavioral Expectations STEP 6 - Develop Continuum of Procedures for Encouraging and Strengthening Student Use of School-wide Behavior Expectations STEP 7 - Develop Continuum of Procedures for Discouraging Student Behavior Violations of School-wide Behavior Expectations STEP 8 - Develop Data-based Procedures for Monitoring Implementation of PBIS			
Implementation of a Schoolwide Program to promote behavior improvement	Create the framework: Daily/Weekly/Monthly Progress Report Reward system set up	General Fund	Administration/Teachers/Staff	Daily/Weekly/Monthly Progress Reports Daily/Weekly/Monthly Rewards

Component:
People and Programs

Element:
Increased Parent/Community Involvement

Opportunity for Improvement:
Provide Opportunities for parent involvement on our campus

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase parent involvement	Parent and Family Engagement Events Promote and Invite to Parent University Newsletters/Weekly messages to parents	General Fund/Title 1	Administration/Teachers	Plan and monitor twice a year attendance at Parent University and attendance at Parent and Family Engagement Events (Monitor through sign-in sheets)
Increase opportunities for community/parent involvement	Provide opportunities for community partners/parents/guardians to volunteer	LCFF/General Fund/Title 1	Administrator/Counselor	Sign-in sheets/Surveys
Increase opportunities for parents to provide input with site decisions		LCFF	Administrator/Counselor	Sign-in Sheets/Surveys

Component:
Physical Environment

Element:
Emergency Drills

Opportunity for Improvement:
Plan monthly emergency drills and determine effectiveness.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Prepare students and staff for crisis emergencies	1. Review the protocols for evacuations/lockdowns. 2. Monthly evacuations for fire drills, earthquake drills, and/or lock downs. 3. Organize a simulated disaster drill. 4. Work with District staff in ordering emergency supplies and materials. 5. Train all staff with Catapult	General Fund	Administration/Teachers /Staff	• Monthly logs of drills/Reflection by staff • Use of Catapult and documentation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Eastside Academy Student Conduct Code
Under California law, students will be held strictly accountable for disorderly conduct on school property and on the way to and from school, students are expected to follow the directions of school personnel while on school property, on the way to and from school, and at any school function. Students are expected to conduct themselves in a manner that will bring credit to themselves, their parents, and the school at all times, such as:

1. Follow the directions of school personnel.
2. Be on time to class with appropriate materials.
3. Show respect and courtesy to adults, other students, materials, and all property, including school property.
4. Keep hands, feet, and objects to yourself.

Conduct Code Procedures
BEHAVIOR
Any behavior which detracts from a teacher's ability to teach or from a student's opportunity to learn will not be tolerated. All persons on campus have a right to attend or visit school without threat to their health and safety. All persons on campus should be treated with courtesy and respect. The discipline policy is based on these three statements. During the first two weeks of school, teachers will carefully review the discipline policy in each class. Serious consequences will be reserved for students who choose to disregard the rules. All rules apply to the students of Eastside Academy during the school day as well as during extra-curricular activities.

SELF-DISCIPLINE
One of the most important lessons schools teach is self-discipline. While it is not taught as a subject, self-discipline underlies the entire educational structure. Training in this area helps to develop one's self-control, character, orderliness, and efficiency. We promote the idea that our students make our school an effective place of learning, and that they also learn to reflect on what they do and why they do it.

DISCIPLINE
Disciplinary measures include counseling, reflection time, structured breaks, suspension, and expulsion. Reflection time involves adult staff supporting a student and reteaching or discussing expected behaviors. Structured break time can be time during any period of the day to allow students time to calm down or rethink their actions with adult supervision. Suspension from school refers to the exclusion of a student from the educational environment; i.e., from the school and from the Eastside Union School District. Expulsion refers to the permanent exclusion of a student from the educational environment, from school and from the Eastside Union School District.

(J) Hate Crime Reporting Procedures and Policies
Eastside Union S.D. Board Policy BP 51-45.9
Hate-Motivated Behavior

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

(K) Opioid Prevention and Life-Saving Response Procedures
Fentanyl & Opioid Overdose Prevention:

CDPH continues to increase awareness about fentanyl and opioid overdose prevention to reduce stigma and protect the lives of Californians. Fentanyl is a synthetic opioid that is a major contributor to drug overdose deaths. In 2021, there were nearly 6,000 opioid-related overdose deaths in California:

Signs of an overdose:

- Falling asleep or losing consciousness
- Doesn't respond to stimuli like shouting, a pinch or sternum rub
- Slow, weak or no breathing
- Choking or gurgling sounds
- Limp body
- Cold and/or clammy skin
- Discolored skin (especially in lips and nails)
- Small, constricted "pinpoint pupils"

Eastside Academy has provided training to all staff regarding the administration of Naloxone (Naloxone is a life-saving medication that can reverse an opioid overdose).

If an individual is experiencing an overdose:

- Call 911 immediately
- Administer naloxone, if available (now available over the counter)
- Provide rescue breath if the person cannot breathe on their own
- After you call 911, rescue breathing can keep someone experiencing an opioid overdose alive until help arrives, even if you don't have naloxone.
- Clear the airway
- Tilt the head back, lift the chin and pinch nose
- Give one breath every 5 seconds
- When the person starts breathing, lay them on their side to prevent choking
- Stay with the person until emergency assistance arrives monitoring the person's response

(L) Response Procedures for Dangerous, Violent, or Unlawful Activity
PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Secure perimeter
- Assess the type of activity to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:

1) Is the activity moving towards a medium or high level of violent action?
a. Is a SHELTER IN PLACE or LOCKDOWN necessary
b. Activate Notifications or Request Support
2) Is there evidence to suggest movement from internal to external threat assessment?
3) Is 911 necessary? Is contacting County Child Services necessary? Is the Psychiatric Emergency Team (PET) necessary to respond?

- High violence potential qualifies for arrest or hospitalization.
- Call 911
- Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- Notify police (dial 911), if the safety of students or staff is endangered. Provide the exact location and nature of the incident and school response actions.
- Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be LOCKDOWN or EVACUATION. Cancel all outside activities.
- Respond to students, staff or visitors who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow the police to do so.
- Facilitate a meeting with student(s) and family to review expectations.
- Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- If any students are outside, move them inside the building or away from the site of the activity.
- Keep students calm and quiet.
- Keep students away of any unsafe locations.
- Make sure doors are secure.
- Inside the classroom, institute SHELTER IN PLACE OR LOCKDOWN, whichever is necessary.
- Make sure doors are secure.
- Remain with students until ALL CLEAR is given.
- Campus Safety Supervisors have main campus keys to the campus and will open up any available rooms for student shelter.
- Communicate on radios.

Instructional Continuity Plan
The purpose of a Instructional/Learning Continuity Plan (LCP) is to ensure that learning continues uninterrupted, even during disruptions like school closures or emergencies. It's a comprehensive plan outlining how schools and districts will maintain learning and support students if unexpected events occur.

General Information [A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The Eastside Union School District is in eastern Lancaster, California and serves a diverse population of 3,275 transitional kindergarten through grade 8 students. Approximately 88.5% of our students are identified as low-income, 26.2% are English learners, and 3.5% are foster youth.

The student demographics are as follows: 64.5% Hispanic, 22.5% African American, 7.4% White, and the remaining Asian/other.

The district includes four elementary schools, one middle school, and one Community Day School.

Our community has suffered through COVID-19 in the same way as other communities and also in unique ways.

Similar to other communities the threat of contracting COVID-19 has resulted in increased stress for children and adults alike.

Many of our families work in service industries and therefore, loss of employment and steady work has caused food insecurity, unstable housing situations, and increased anxiety. Additionally, our remote location, in the farthest north-eastern corner of Los Angeles County, means that there is limited access to many county resources.

Approximately a quarter of our students live in areas that have not yet received the fiber optics necessary for internet connectivity. A smaller sub portion of our students in these remote areas do not receive cell service, and therefore cannot benefit from a hotspot.

We also have a significant portion of our families that speak Spanish only, and require additional support via written and oral translation.

COVID-19 has amplified these challenges. The closing of schools in March 2020 and the continued need to provide classroom instruction via distance learning puts our students at greater risk of falling behind educationally than children in more affluent suburbs or in city locations.

Eastside Union School District's Learning Continuity and Attendance Plan reflects the needs of the student body, community, and staff as it has been impacted by COVID-19. Specifically, our plan addresses the need for:
- Technology (Chromebooks, headsets, instructional software, and hotspots)
- Materials (paper, pencils, crayons, additional reading materials, etc.) - Child nutrition and community access to food
- Coordinated Distance Learning Plan and Blended Learning Plan
- Social Emotional Support for students, staff, and community
- Increased services for English Learners, Foster Youth, and Low-income students
- Stakeholder engagement through two-way communication and various outreach modalities.
- Safety protocols and the purchase and use of personal protective equipment (PPE)

Community Partner Engagement [A description of the efforts made to solicit Community partnership feedback.]

Eastside Union School District prides itself on our work over the last 3 years to improve community relationships and engage the community and schools in authentic two-way communication. To this end, Community Partnership engagement has been an integrated component of our work through-out the COVID-19 crisis. Efforts to solicit stakeholder feedback were developed as a multi-pronged approach utilizing a distributed leadership model. At the beginning of the crisis in March and April of 2020, teachers were tasked with making regular contact with all students and their parents or guardians at least weekly via phone calls. During these weekly conversations, the teachers conducted a survey of each family (Virtual Learning Parent Survey) and we received input from approximately 90% of all families. The survey provided us with information regarding:
- Best way to contact families (e.g. updated phone numbers, best time of day, call or text)
- Translation needs
- Technology needs (devices and connectivity)
- Childcare needs
- Other needs (food, shelter, mental health services)

Based on the information from this survey, schedules were developed to ensure families requiring oral translation were scheduled for calls that included either the district translator or a bilingual Parent Liaison. Families that could not be contacted via phone or internet, or that required other services were scheduled for home visits by a combination of principals, assistant principals, counselors, district social worker, and district and site parent liaisons. Individual plans for families with specific health, welfare, and educational needs were developed and implemented by this team. In May 2020, in partnership with Panorama Education, we implemented a Distance Learning Survey of students, staff, and community. Ninety-seven grade 3 – 8 students took the survey. We collected data on:
- Well-being: Positive Feelings
- Social Support

- Needs with Distance Learning
- Well-being: Negative Feelings
- Distance Learning Environment
- Daily Habits

Two-hundred eighty staff (classified and certificated) took the survey. We collected data on:
- Collaboration with Distance Learning ? Student Support ? Professional Needs with Distance Learning
- Family Communication
- Well-Being and SEL
- Student Engagement with Distance Learning

We sent the survey out to the community via email, text, posting on social media outlets, and website and received 754 responses from community members. We collected data on community needs, specific to:
- Food
- Housing
- Children's social and emotional well-being
- Childcare
- Children's learning
- Technology needs
- Best ways to communicate

In June 2020, we asked teachers to conduct a survey (Re-Opening Schools Survey) via phone with all families. This survey collected data on:
- Student retention (who would be returning in 2020-2021)
- Potential TK or Kindergarten enrollment
- Preferred instructional model

Between May and July 2020, the superintendent led a Reopening Schools Task Force. Task Force Objectives:
- Build the knowledge of task force members with regard to current Executive Orders, Department of Public Health guidelines, and local frameworks (e.g. LACOE materials).
- The task force will consider models of instructional programs and make programmatic recommendations to best meet the needs of EUSD.
- The task force will help determine needs for extended learning, after school care, and intervention programs to mitigate learning loss.

Meetings were held virtually from 12:00 p.m. - 3:00 p.m.
- May 27, 2020
- June 11, 2020
- June 25, 2020
- July 13, 2020

Task force members:
- Superintendent
- Assistant Superintendents (Human Resources, Educational Services)
- Chief Technology Officer
- Manager, Maintenance and Operations
- Manager, Support Services
- Elementary Principal
- Middle School Principal
- Eastside Teachers Association President
- California School Employee Association President
- District Nurse
- Student Transportation of America representative
- ASES Partner – RISE Education
- DELAC Parent
- LCAP Advisory Committee Parent

The Reopening Schools Task Force reviewed and analyzed the data from district surveys. Committee members participated through Microsoft TEAMs or could join telephonically. This information combined with guidance for CA Department of Education and the Los Angeles County Department of Public Health guided the development of the Reopening Schools 2020-2021 document. This document outlines the safety protocols and instructional program models (both in person and distance learning) in detail.

Much of the work of the Reopening Schools Task Force has guided the development of the Learning Continuity and Attendance Plan.

At the close of schools (March 2020) EUSD was well into the development of the 2020-2021 Local Control and Accountability Plans (LCAP). The LCAP Advisory Committee met on 1/27/2020, 2/10/2020, and 3/9/2020 to conduct the annual update and provide guidance on goals for the new plan. Goals 1 – 3 were well under development. Guidance and recommendations from the LCAP Advisory Committee were included in the writing of this plan in order to continue to focus on the successful work underway in the district.

The superintendent and cabinet members meet weekly with both association's leadership to maintain ongoing dialogue and gather input for district planning.

Bi-monthly meetings are held with the district management team (certificated and classified) to maintain ongoing dialogue and gather input for district planning. Principals and classified managers share information with staff and relay important input back to the superintendent to ensure all voices are included in the development of district plans.

All public communication is provided in both English and Spanish, and public meetings always include Spanish oral translation. Other translation services (languages other than Spanish, sign language, etc.) are provided as needed.

The superintendent presented the draft Learning Continuity and Attendance Plan to the District Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC) and solicited input on program and expenditures.
- DAC: August 25, 2020 9:00 a.m. and 4:00 p.m.
- DELAC: August 27, 2020 9:00 a.m.

A written response to all questions from DAC and DELAC was provided on September 2, 2020. It was sent to all parent via Aeries Communication and posted on the district website and social media outlets.

Members of the public were provided the phone number and email address for the Assistant Superintendent of Educational Services to submit further input or comments regarding the district plan.

[A description of the options provided for remote participation in public meetings and public hearings.]

Governor Newsom issued Executive Order N-25-20 on March 12, 2020, and Executive Order N-29-20 on March 17, 2020. Portions of these orders relax parts of the Brown Act. In part, the orders allow elected officials to "attend" a meeting via teleconference WITHOUT having to admit members of the public into the location from which they are participating (N-25-20) and orders that "such a body need not make available any physical location from which members of the public may observe the meeting and offer public comment" (N-29-20).

If community members wish to participate in the Public Comments, they submit comments electronically by clicking on the following link: https://forms.gle/w3G9N7sNHzRSKNb67. All comments must be received no later than 30 minutes prior to the posted start time of the meeting (usually, by 4:30 p.m. PDT). Submissions will be read aloud at the meeting and must comply with the three-minute time limit, per Board Bylaw 9323.

Board meeting agendas and supplementary materials are available for review on the district's public website at the following link: www.eastsideusd.org (from the EUSD's home page, select the "BoardDocs," tab at the bottom of the page). You may also click on the following link to go directly to BoardDocs: https://go.boarddocs.com/ca/eastside/Board.nsf/Public

For questions regarding the meetings or the Board of Trustees, please contact the Superintendent's Office at (661) 952-1200 ext. 8213.

[A summary of the feedback provided by specific stakeholder groups.]

We collected robust data in order to make informed decisions to meet the needs of our students, community, and staff. Data from our collective surveys:

Virtual Learning Survey (March / April 2020); Distance Learning Survey (May 2020); Re-opening Schools Survey (June 2020) and our meetings with our association's leaders and district management allowed key trends to emerge:

- Students, community members, and staff experienced stress and anxiety related to COVID-19 at about 30% across all groups, with teachers and staff indicating the highest level of needs.
- Student needs for technology (specifically devices and internet) is at about 40%
- Most families requested the use of a district device for student learning (70%)
- There is a need for increased online software to implement a well-rounded instructional program via distance learning
- All stakeholders want to continue the implementation of programs that are working well to improve student achievement (Instructional leadership teams, Culture and Climate leadership teams, professional learning for all
 staff, benchmark assessments, instructional design, interventions)
- There is a need for childcare during the COVID-19 crisis
- Most families (approximately 75%) would like to have their children on campus for instruction (either daily or in a blended learning model)
- There is a need for targeted professional learning and support for all staff regarding the implementation of distance learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific Community Partnership input.]

The Learning Continuity and Attendance Plan was influenced by Community Partner input to ensure the needs of the students, community, teachers, and staff were included in our final plan.

While there was great overlap between the many groups that provided input into the plan, the following outlines how specific groups influenced the plan.

Parents, Community Members, and Re-opening Schools Task Force:

- Determined the need to purchase and distribute devices to all students TK – K. TK and K students were issued Chrometabs, grades 1 – 8 were issued Chromebooks.
- Determined the need for the distribution of Hot Spots for families without stable internet.
- Determined the need to establish Learning Centers (for childcare) especially for families of essential workers, foster youth, and students experiencing housing instability.

Eastside Teachers Association:
- Determined the need for additional professional learning in the areas of virtual lesson design, Google Classroom, Amplify, i-Ready
- Established the need for additional workdays to provide professional learning before the start of the school year
- Determined the need for online resources to support social studies and science instruction

California School Employee Association:
- Determined the need for safety protocols (by job-alike) and PPE

Certificated Management and Teachers
- Determined the need for supplemental programs (typing program, additional math support)
- Determined the need for ongoing, integrated professional learning to support distance learning and technology integration

District English Learner Advisory Committee
- Advised on the importance of continuing with integrated and designated English Language Development
- Advised on the importance of providing targeted support to English learners, especially those students in the beginning levels of English proficiency

LCAP Advisory Committee
- Advised on the importance of maintaining current programs that increase academic rigor and the development of innovative

programs
- Advised on the importance of increasing services for social emotional learning and student well-being

Continuity of Learning In-Person

Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Per Senate Bill 98 (SB 98) and CA Education Code, districts must offer "in-person instruction to the greatest extent possible." Our goal remains to welcome all students safely back to campus. However, given the recent spike in the number of positive COVID-19 cases throughout Los Angeles County, EUSD will start the 2020-2021 school year in a Distance Learning Model.

Whatever instructional model EUSD implements (Traditional, Blended, or Distance Learning) will constitute compulsory education, and therefore, students will be required to attend school on assigned days, log on to virtual classroom sessions as scheduled, and complete independent work as assigned. Teachers and principals will work with individual families to ensure barriers students are facing regarding school access are addressed to the extent feasible.

When health and safety allows a return to in-person instruction as defined in Ed Code 43500(b), but safety protocols regarding COVID-19 require smaller groups sizes and physical distancing, EUSD will implement a Blended Learning model. In this model, students participate in a combination of learning in a classroom setting for two days a week and work from home 3 days a week. Work from home days require short virtual sessions with the teacher.

To meet the needs of a well-rounded instructional program elementary school students continue to receive enrichment services (music, Social Emotional Learning) via synchronous instruction. Each class and group have been scheduled for synchronous learning with the music teachers or the school counselors during their asynchronous class time. This ensures that the time with their classroom teacher is not reduced and students get ample time for ELA, mathematics, Social Studies, Science, and PE instruction. Students at the middle school attend all periods and thus receive their well-rounded instruction via their master schedule of classes.

Students and staff coming back to school will following all public health orders with regards to health screenings before entering the campus, masks, physical distancing, and hand washing. Students and staff will be provided with appropriate Personal Protective Equipment (PPE) (e.g. mask, shields, hand sanitizer, etc.).

Staff has been / will continue to receive professional development on appropriate COVID-19 mitigation strategies.

Three Maintenance Technician I positions were retained specifically for response to COVID-19 per SB 98 prohibiting implementation of classified layoffs or release for permanent or probationary custodial positions.

To ensure we were well prepared to start the school year, EUSD and CSEA entered into a Memorandum of Understanding (MOU) that included increasing the work year by two days, to provide professional learning for staff.

Two days of Professional Learning (PL) prior to the start of school (August 4 & 5, 2020), classified staff.

Classified staff attended PL in job alike groups to cover important safety, health and welfare, the use of PPE, and other job specific trainings.

Actions Related to In-Person Instructional Offerings :

Purchase of PPE for staff and students:
- Masks (cloth and disposable
- Face Shields (adult and student)
- Hand Sanitizer and stations
- Disinfecting Wipes

- Protective Shields (Sneeze guards)
- Gloves
- Disinfectant Foggers

Professional Development:
- 2 additional days for all 10 month classified staff (COVID-19 Cleaning, Sanitation, and Best Practices)

Maintenance Tech I Positions (3 FTE):
- Centralized Disinfecting Team

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

EUSD's plan for distance learning has been developed to maximize student's access to rich, rigorous, and deep learning experiences that includes all content areas leading to a well-rounded education. To prepare for the potentially tumultuous instructional year, with the need to move between distance learning, blended learning (in person and at home combination), and the return to a normal school schedule (5 days a week, all students on campus), we developed a plan that would maintain a stable schedule for students, allow teachers to provide in-depth instruction with students in smaller groups, and support safe cleaning and sanitation practices between groups (when on campus).

The Distance Learning plan for all students (transitional kindergarten – grade 8) uses a grouping model. Students have been assigned to either Group A, Group B, or Group C. Principals worked carefully on group assignments to keep siblings on the same schedule, to balance the number of students on bus routes (for the transition to a blended model when allowed), to consider special education needs for students with Individualized Educational Programs (IEPs), and to balance group sizes. Students participate in DAILY synchronous (with the teacher) and asynchronous (without the teacher) learning from home.

Students participate in DAILY synchronous (with the teacher) and asynchronous (without the teacher) learning from home.

EUSD uses Google Classroom as our Learning Management System. Teachers use this platform to provide students with access to assignments and resources necessary for the instructional program. Google Meet is used for synchronous instructional time.

To ensure our students continue to receive a CA Common Core Standards aligned educational program several expectations are intertwined.

- Teachers use the CA Common Core and content standards to develop lessons
- Teachers use the EUSD Board Adopted Curriculum to support instruction
- Both the English Language Arts and Mathematics programs provide all teacher and student materials in an online platform
- Teachers develop lessons using the Gradual Release of Responsibility (Fisher and Frey) to provide modeling and guided practice during synchronous time and assign independent practice during asynchronous time
- Grade level / content teams utilize Professional Learning Communities (PLCs) to develop common lessons and assessments

EUSD had several online programs to support distance learning:

- Houghton Mifflin Harcourt, Journeys English Language Arts program (Kindergarten – grade 6)– Think Central
- Houghton Mifflin Harcourt, Collections English Language Arts program (grades 7 -8) – MyHMH
- Houghton Mifflin Harcourt, Math Expressions English Language Arts program (Kindergarten – grade 6) – Think Central
- Renaissance Accelerated Reader (Kindergarten – grade 8)
- Renaissance STAR 360 Assessments (Kindergarten – grade 8)
- Pearson Interactive Music (Realize) program (Kindergarten – grade 6)

Additional online supplementary programs were purchased to support a robust distance learning program:

- Curriculum Associates, i-Ready (ELA and Mathematics Kindergarten – grade 8)
- Kesler Science (grades 7 – 8) online program
- Screencastify
- Flipgrid

To meet the needs of a well-rounded instructional program elementary school students continue to receive enrichment services (music, Social Emotional Learning) via synchronous instruction. Each class and group have been scheduled for synchronous learning with the music teachers or the school counselors during their asynchronous class time. This ensures that the time with their classroom teacher is not reduced and students get ample time for ELA, mathematics, Social Studies, Science, and PE instruction. Students at the middle school attend all periods and thus receive their well-rounded instruction via their master schedule of classes.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All students of Eastside USD have received a device for remote learning during a districtwide drive thru distribution on August 6 & 7, 2020 prior to the first day of the school year. Principals tracked pick-up and contacted families who did not pick up a student device. Additional opportunities were provided on Saturday August 8, 2020 and before the start of instruction on August 10, 2020. Principals and school counselors made home visits throughout the first weeks of school to deliver equipment as needed. Students in grades TK through first grade were checked out an Acer Chrome Tab for distance learning use. Students in grade levels second through eight received a Lenovo Chromebook for distance learning. Families of the Eastside USD were surveyed to identify their needs for internet connectivity, specifically for distance learning. Those families that have informed the district of their lack of internet connectivity at home, or families identified as needing internet connectivity through poor attendance, have been issued an internet hotspot for their student/s distance learning needs. Total district distribution (September 2020):

- Chrometabs: 220
- Chromebooks: 2,837
- Hot Spots: 561

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

To monitor student attendance and progress, a multi-step process is being implemented. Senate Bill 98 (SB 98) and Education Code 43504 requires that districts develop a system to track weekly engagement and participation of students. EUSD is using the following process / tools to meet this requirement:

- Weekly Overview and Daily Lesson Plan Template – provides a clear summary of assignments for synchronous and asynchronous time.
- Distance Learning Schedule – provides a clear record of the amount of time students are synchronous or asynchronous on each day of the school year.
- Blended Learning Schedule - provides a clear record of the location of instruction: in person, online synchronous, or asynchronous, on each day of the school year.
- Aeries Weekly Attendance Report – indicates whether a student was present/participated or absent/No participation and whether the absence was excused or unexcused.
- Teacher gradebook provides evidence of student work completion

Teachers certify the time value of work through their daily lesson plans. Teachers make this certification based on the content of the assignment, the grade level of their students, and their professional experience with student work completion. Additionally, standards based ELA and Math assignments assigned on the i-Ready platform or Renaissance Accelerated Reader program provide the teacher with a completion report that includes work completed, percentage of correct answers, and the amount of time students spent completing the tasks.

Distance Learning Professional Development

A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

EUSD worked with all stakeholders to develop a professional learning plan that would offer immediate support to start the school year with distance learning, as well as a plan for daily support and ongoing professional learning throughout the year. The content of the professional learning is designed to build a shared understanding of a successful instructional program, including health and safety protocols.

To develop the program, we considered:

- What supports were needed to implement our model program?
- What professional learning structures did we already have in place that would support our plan?
- What new opportunities for learning was required to build confidence and expertise of all staff?

To ensure we were well prepared to start the school year, EUSD and ETA entered into a Memorandum of Understanding (MOU) that included increasing the work year by two days, to provide professional learning for staff.

Two days of Professional Learning (PL) prior to the start of school (August 4 & 5, 2020), certificated staff

All certificated staff received the following PL:

- Virtual Lesson Development and Design
- Google Classroom (Level 1 or Level 2)

Elementary and Middle School ELA and Math teachers received the following PL:

- HMH ELA – How to use Think Central in Distance Learning
- HMH Math – How to use Think Central in Distance Learning
- Renaissance Learning – How to implement STAR 360 assessment in a virtual environment
- i-Ready – How to assign a grade level, standards aligned instructional path to students

Middle School content area and elective teachers received the following PL:
- Shmoop online program
- Using Online Tools (Flipgrid, Screencastify, Edgenuity)

Daily Support for certificated staff

To provide the in the moment support for teachers, our Teachers on Special Assignment (TOSAs) have daily office hours. Teachers may quickly jump into a virtual classroom to ask for specific help on technology, programs, curriculum, instruction, etc. The TOSAs provide real time support for teachers and offer follow-up as needed.

Ongoing Support for certificated staff

Afterschool PL is offered virtually through our TOSA program 1 – 3 times weekly. To target the needs of teachers, the TOSAs have sent out a survey to ascertain the PL needs of teachers. Topics requested by teachers include:
- Google Classroom / Google Meet
- Interactive Whiteboards
- Flipgrid / Screencastify
- Choice Boards
- English Language Development (ELD) support

Houghton Mifflin Harcourt has been contracted to provide ongoing PL (one per quarter) on the Think Central platform to deepen teachers' understanding of the resources and how most effectively use them for distance learning.

i-Ready will provide two additional PLs to deepen teachers' understanding of the platform and how to read and use the student reports.

We will continue to provide PL to our Instructional Leadership Teams and our Culture and Climate Leadership Teams throughout the school year. The Instructional Leadership Team will work on improving Professional Learning Communities and lesson design, while the Culture and Climate Leadership Team will focus on a deep analysis of how our culture impacts learning and strategies to improve instruction through increased engagement and culturally relevant instruction.

Ongoing support for classified staff:

To ensure instructional aides are prepared to provide student support they were provided a laptop and provided training on the use of the laptop. Training also included Google classroom, virtual learning lesson design, and online software programs. Intermittent, ongoing training will be provided throughout the school year.

Substitute Teachers:

To ensure substitute teachers are prepared to provide a seamless instructional program in the absence of the regular classroom teacher, they were provided training on the use of district laptops. Each school site was provided 10 additional laptops for the substitute teacher program. Training also included Google Classroom, virtual lesson design, attendance, and online software programs. Intermittent, ongoing training will be provided throughout the school year.

 To ensure we continue to meet the evolving needs of all staff, we will implement periodic surveys and elicit input on needs via all stakeholder meetings.

Staff Roles and Responsibilities

 [A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

 Since COVID-19 began in March 2020 the roles and responsibilities have changed for most certificated and classified members in the district. Beginning March 16, 2020 certificated personnel worked virtually with their students until the end of the school year in June. In early August 2020, the reporting date for certificated personnel to return work occurred. Professional development played a big role in the first couple of days back. Certificated staff experienced professional development which would help them work with students virtually. They also worked together to prepare for the school year and to educate students and meet the emotional needs the best way possible. The school year has begun and students are receiving their education, social emotional support, and state and federal mandates 100% virtually.

Classified personnel have had to also adapt in their positions to provide for our school district during the COVID-19 crisis. When COVID-19 initially hit school districts in mid-March, the education environment for all staff members was drastically different. While certificated staff learned to teach and support virtually, classified members continued to work in their positions, learned to work in different roles and worked more hours than usual. Everyone came together, worked hard and did the best they could to support our students, families, and community.

Many classified staff members have had to play a different role than their job title and job description. For example, the child nutrition department served all students under eighteen years old. The number of students/children fed outnumbered our total district student population. To do this our district started "Meals on Wheels" where meals were taken out to the community. The bus stops were within our school district and all students/children under eighteen were able to be fed both a breakfast and lunch meal. In order to do this our campus safety supervisors and instructional assistants were needed to assist.

Another area where staff members played different roles was when the district needed additional help with the daily childcare that took place for school employee and state identified essential worker's children. Once again, our campus safety supervisors, instructional assistants and also included were licensed vocational nurses and maintenance and operation personnel. All staff members worked together to do the best job possible for our entire school district community.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including

English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

EUSD has a strong commitment to all students and is acutely aware of the needs of special student groups that may require additional support to effectively achieve at grade level. To this end, the LCAP Advisory Committee has worked hard over the past 3 years to develop clear programmatic and systematic support to address these needs. When developing the plan for the 2020-2021 school year, our students with unique needs were at the forefront of our decision making.

During the COVID-19 crisis, we have created a "Family Support Form" for teachers or staff to complete when a family expresses a need, or a staff member suspects a family may require additional support. This form is routed to our district social worker who reviews the report and develops an action plan for the family. This may be as simple as a phone call to the family, or it may involve pulling together a team (teacher, principal, counselor, parent liaison, community partners) to develop a plan for wrap around services.

Students with Disabilities (SWD)

SWDs' needs are met in many various and individual ways. A SWD will have an Individualized Educational Program (IEP) which clarifies specific services, accommodations, or modifications that must take place to ensure the student has access to a free and appropriate public education. During the COVID-19 crisis, our special education teachers continue to work with parents to determine how to best meet the IEP goals of each SWD.

Additionally, because we are aware of the potential increase in learning loss for SWDs, we created two distance learning groups to help mitigate learning loss. Group C is comprised of SWDs who are assigned to a Special Day Class (SDC). These students have 4 days of synchronous instruction (with the teacher) compared to the general education population that receives 2 days of synchronous instruction.

Group D students are identified SWDs who receive Specialized Academic Instruction (SAI) through both a general education classroom and support from a special education teacher. Based on need, these SWD may be included in additional synchronous instruction on Wednesdays (Group D).

Foster Youth / McKinney Vento Students (housing instability)

At the onset of COVID-19, in March 2020, the student services staff (parent liaisons and district social worker) made individual phone calls to families and guardians of our Foster Youth and McKinney Vento students to assess family well-being and to offer community resources and supports. Families and guardians who lack access to transportation receive home visits where staff has distributed necessary materials and supplies (Chromebooks, Hot Spots, textbooks, paper, pencils, etc.).

Our school counselors conduct reoccurring check-ins with these families to provide stress relief, conflict resolution, access to district and community resources, etc. These meetings are conducted virtually when possible or through home visits, utilizing all department of public health COVID-19 precautions (use of PPE, physical distancing, meeting outside, etc.).

Foster Youth and McKinney Vento students were given priority during the Learning Center enrollment process (childcare).

Group D includes Foster Youth and McKinney Vento students and provides additional synchronous learning on Wednesdays.

English Learners (ELs)

To ensure we meet the needs of English learners we have the following in place:
- Require the use of a planning template that includes designated English Language Development (ELD) and a how language support will be included in content instruction (integrated ELD).
- Purchasing online lessons and support materials for ELD
- Professional Learning on ELD instruction (TOSA and consultant led)

Group D includes ELs who are at proficiency levels 1 or 2 or have been identified by their teachers as requiring additional support and provides students
with additional synchronous learning on Wednesdays for additional English Language Development instruction.

Actions Related to the Distance Learning Program:

Professional Development
- 2 Additional Days for all certificated staff (strategies / programs for distance learning)
- Substitute Teacher
- Instructional Aides

Devices and Connectivity
- Student Devices and connectivity
- Staff devices to support connectivity
- Hot Spots

Supplemental Instructional Materials
- Curriculum Associates, i-Ready (ELA and Mathematics Kindergarten – grade 8)
- Screencastify
- Flipgrid

Pupil Learning Loss

 [A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

EUSD uses Renaissance STAR 360 Reading and Mathematics, and Early Literacy assessments as part of our system of instructional learning. Beginning of the year, midyear, and end of the year assessments allow us to determine how students are progressing through grade level standards. A particularly strong indicator of student progression is the Student Growth Percentile (SGP). An SGP describes a student's growth and academic progress over time.

Because of the School Closures in March 2020, we were not able to implement the end of the year assessment for the 2019-2020 school year. This school year (20202021) we will be able to administer the assessment, as all students have a district issued Chrome Tab or Chromebook and access to the internet through personal internet or district provided hot spots. Students in grades 2 – 8 will take the assessment virtually with their class during synchronous instruction. Students in Kindergarten and grade 1 will be invited to their campus to take the assessment in person, one-on-one with a trained staff member. The testing environment will follow all health and safety requirements and offer PPE as needed.

STAR 360 Reading and Math Assessment Schedule (Grades 2 – 8):

- September 8, 2020 – October 2, 2020
- January 19, 2021 – February 5, 2021
- May 3, 2021 – May 28, 2021

STAR 360 Early Literacy Assessment Schedule (Kindergarten and Grade 1)

- September 21, 2020 – October 30, 2020
- January 19, 2021 – February 5, 2021
- May 3, 2021 – May 28, 2021

SGP data will be analyzed to determine the amount of learning loss in ELA and math at a macro level (district wide) as well as, by school, grade level, and individual students.

English learners will continue to receive designated ELD and language loss will be measured by classroom teacher assessment, as well as through the summative English Learner Proficiency Assessment for CA (ELPAC).

Additional measures of student learning loss will include teacher assessment through adopted curriculum and online programs.

Panorama Surveys: Social Emotional Learning (SEL) and School Climate Grades 3 – 8 Panorama Surveys provide EUSD with research-backed, valid and reliable data to assist us with determining needed actions to improve the well-being of all students. The SEL survey provides information on growth-mindset, self-efficacy, social awareness, and self-management. The Climate survey provides us with information on school connectedness, adult support, and perceived academic expectations. We have been implementing these surveys for two school years and the data we receive from this school year will allow us to measure areas of growth and areas where students may have regressed. The beginning of the year survey will be implemented in September 2020 through virtual sessions with school counselors. The end of the year survey will be administered in May 2021 and administered by classroom teachers (if we are in person) or by counselors if we are still in distance learning.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

While all of this data will allow us to target specific learning needs by school, grade level, and individual students, we were well aware of the need to address learning loss and make up for lost instructional time at the end of the 2019-2020 school year.

Additional Instructional Time

To this end, we negotiated with our associations and agreed to provide an additional hour of instruction time each day from August 10, 2020 – December 18, 2020. This is equivalent to 87 additional hours or approximately 14 days of instruction.

Additional Wednesday Synchronous Instruction We also presumed that some student groups: Foster Youth, McKinney Vento, SWDs, and ELs would be more severely impacted by the COVID-19 school closures and move to distance learning than others. To mitigate this, starting the first week of the 2020-2021 school year, we set up Wednesday morning synchronous time to target these specific student groups. Principals and teachers have developed targeted groups of students to provide additional instructional support. Support may be a reteaching of previous standards, a preview of material, or supplemental instructional practices that address a specific need (e.g. phonemic awareness, reading fluency, math concepts or fluency, etc.), or additional designated ELD.

Group D students are identified from these student groups and receive an additional two hours and 15 minutes of synchronous instruction on Wednesdays.

Saturday Intervention and Enrichment

EUSD will offer virtual Saturday intervention and enrichment programs starting in late fall 2020. Programmatic details will be finalized using the beginning of the year assessment and survey data and classes will be designed to meet identified learning loss and achievement gaps. Programs will include both content (ELA, Math, SS, Science) and social emotional learning. Students will be invited to these classes based on identified need.

COVID-19 has isolated children from their peers and has created a void in their developmental process. EUSD will be developing enrichment classes to offer students opportunities to engage with peers in courses designed to build collaboration and community. Classes will be play-based and open to all students, although students may be individually invited based on their assessments and teacher input.

Saturday intervention and enrichment will begin with virtual instruction and will move to in-person when allowed.

Summer Program June 7 – 25, 2021 (15 days)

EUSD plans to provide a summer program to students who continue to demonstrate learning loss through Renaissance STAR 360 assessments, teacher assessments, and report card grades. If allowable at this time, this program will be in-person, however, if that is not possible, the program will run virtually. Students will receive 3 hours of intervention each day.

Targeting Priority Instructional Standards

Using Addressing Unfinished Learning (Council of Great City Schools, June 2020) and the Priority Instructional Content in ELA /

Literacy and Mathematics (Student Achievement Partners / AchievetheCore.org, June 2020), EUSD has developed guidance materials for teachers to guide long term and short term instructional plans. The guidance materials and professional learning support offer teachers a way to address unfinished learning and acceleration through grade level standards for the 20202021 school year.

Effectiveness of Implemented Pupil Learning Loss Strategies

 [A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

In order to inform instruction and gauge student learning, a cycle of plan, teach, assess, reflect is used at EUSD. This cycle includes initial screenings, formative assessments, and summative assessments. Our initial and benchmark assessments (STAR 360 Reading and Math, STAR 360 Early Literacy, Initial ELPAC, Summative ELPAC) provide important information about student needs regarding intervention and assist teachers with the creation of instructional groupings.

Formative assessments, such as weekly content assessments, provide actionable information about students' learning relative to the instructional goals. This data allows for immediate adjustments to teaching.

Summative assessments, such as unit assessments or state assessments, provide teachers with data regarding overall programmatic effectiveness and assist with modifications to the scope and sequence of learning targets.

Designated collaboration time is built into our program as part of our Instructional Leadership Team (ILT) work, Professional Learning Communities (PLC), and requirement to plan collaboratively with grade level / content level teams. We have included the extra hour of teacher time on Wednesdays, to extend the collaboration time. Teachers work with principals (2 hours) and in their PLCs (2 hours and 20 minutes) for a total of 4 hours and 20 minutes each Wednesday. Collaboration with the principal is directly related to planning effective instruction. Teams look at standards, learning objectives, lesson design and review relevant research to determine ways in which instructional design and delivery can be improved.

Wednesday collaboration is time also includes data analysis (using a standard analysis protocol), identifying student needs, and planning instruction in response to the needs. Teachers have several data streams to use for analysis:
- Common grade level / content area teacher made assessments
- Adopted curriculum assessments (weekly, unit performance tasks)
- Renaissance STAR 360 (Beginning, mid, and end of year) assessments
- State assessment data (CAASPP, ELPAC, CAA, CAST)
- SEL and School Climate Survey Data
- Attendance data
- Behavior and discipline data
- Input from parents and community members regarding student needs

Additionally, teachers have 50 minutes each day during the lunch / recess / nutrition break to prepare for instruction. This time allows for in the moment adjustments to lesson design and content.

EUSD uses Renaissance STAR 360 Reading and Mathematics, and Early Literacy assessments as part of our system of instructional learning. Beginning of the year, midyear, and end of the year assessments allow us to determine how students are progressing through grade level standards. A particularly strong indicator of student progression is the Student Growth Percentile (SGP). An SGP describes a student's growth and academic progress.

SGP will provide EUSD with a strong indicator of learning loss and how well we are closing achievement gaps. Simply put, an SGP of 50 would indicate 1 years' academic growth over 1 years' time. Since the average range of student growth is 40 – 60 SGP, students who have less than a 40 SGP can be considered to have suffered from learning loss. In order to close the learning loss gap, we will be looking for students to have SGPs between 61 and 99. Students who do not fall into this range are still learning, however, they are not closing the gap in their learning, and therefore require additional time and intervention.

Actions to Address Pupil Learning Loss

Extended Learning

- Additional hour through December 2020
- Saturday Intervention through December 2020

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

EUSD has implemented a robust Social Emotional Learning program for the past 3 years and will continue to implement the model to maintain consistency and support student and staff needs.

Move This World – SEL Curriculum The Move This World curriculum is implemented daily in all classrooms Transitional Kindergarten through grade 8. It is a video-based program developed on the Collaborative for Academic, Social, and Emotional Learning (CASEL) five competencies. The purpose of the program is to help students and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

The counselors provide additional lessons to targeted students to support the development of the CASEL competencies.

Panorama Education Surveys

We implement SEL and School Climate Panorama Surveys at the beginning of the year, and end of the year to determine the needs of students, staff, and community. The survey data is analyzed by the Culture and Climate Leadership Team, as well as, by school and grade level teams to create action plans to support the health and wellbeing of students and staff.

Professional Development

Professional learning will be provided by Move This World consultants for all classroom teachers and school counselors. It will focus on using the program in a virtual environment and addressing student need and personal need (adult self-care) in the COVID-19 environment.

Professional learning will be provided to all counselors on how to best administer the surveys in a distance learning environment, and how to analyze the data in meaningful ways to develop effective action plans (September 8, 2020).

CARE SOLACE

Care Solace is a contracted resource for all students, staff, and community members. They provide mental healthcare coordination, through mental health care matching, student care tracking, and vetting of resources to ensure that the network of care meets ethical standards.

Students, parents, community members, and staff can access the resource through a direct EUSD contact line posted on our website. Counselors at every site are trained to assist all parties with the Care Solace resource and make many referrals for our families.

To ensure that our community is aware of this valuable resource monthly Aeries communication messages are sent out with information on what the resource provides and how to access the program.

EUSD opened a Community Center during the 2018-2019 school year. The center has been critical in meeting the needs of our community during the COVID-19 pandemic as families have experienced trauma due to loss of employment, sick family members, isolation, fear, hunger, and immigration status. Services provided by and coordinated by the center include:

- A Community Closet (filled based entirely on donations)
- Community food giveaways in partnership with the AV Dream Center and the Los Angeles County Food bank
- Connections to Community Mental Health Services
- Connections to Health and Human Services
- Connections to Foster Youth services

- McKinney Vento Assistance
- Latino Family Literacy Project
- Project 2 Inspire

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

A Tiered Re-engagement plan has been developed by the student services team, in consultation with principals, counselors, attendance clerks, parent liaisons, and parents.

An English – Spanish bilingual parent liaison is available at every site for assistance with translation, as well as two district translators who can help. Many of our school attendance clerks are also English – Spanish bilingual and therefore do not require translation assistance.

EUSD partners with Attention 2 Attendance (A2A). A2A is a patented attendance and conferencing management system that supports us in triggering early-warnings and interventions for students with poor attendance patterns.

EUSD works with the Abolish Chronic Truancy (ACT) program through the Los Angeles County District Attorney's office. District Attorney Staff members work directly with school administrators, teachers, parents and students to resolve problems that contribute to truancy and get students back in the classroom. The program's goal is to help families understand and comply with school attendance laws to ensure that all children get the education they so vitally need to succeed in life.

EUSD uses Aeries as our Student Information System, where attendance and student records are maintained.

Tiered Reengagement Plan

Tier One Teacher

1. Takes daily attendance during synchronous instruction.
2. Absences trigger a phone call, Aeries communication, and reminders through Google Classroom.
3. Communication attempts and outcomes are documented in the Visitation log in Aeries.

Attendance Clerk (single day absence)

1. Contacts family to verify absence reason and record
2. Records intervention phone call in Aeries

Parent Liaison (absences equaling 60% of the week)

1. Contacts families who have children who have missed 60% of an instructional week of school
2. Explains A2A letter that is being sent home
3. Refers family to school counselor for intervention planning and support

Attendance Clerk (accumulated 3 unexcused absences)

1. Explains A2A letter that is being sent home
2. Records communication in the Visitation log in Aeries

Tier Two Students are moved to Tier 2 when they have accumulated 6 unexcused absences or 8 excused absences.

Tier One interventions are continued as needed.

Parent Liaison

1. Hold small group meeting with parents (offer various days and times). Meeting will include:
 a. Discussion on top three reasons for absences
 b. Discuss possible solutions to barriers to regular school attendance
 c. Completion of a short reading or video on importance of regular school attendance
 d. Review of the ACT program
 e. Review of School Attendance Review Board (SARB) process

Counselor

1. Hold small group meeting with students
 a. Provide Social Emotional Learning (SEL) support
 b. Go over top three reasons for absences and discuss solutions to barriers for regular school attendance

Tier Three Students are moved to Tier 3 when they have accumulated 9 unexcused absences or 10 excused absences (or 11 absences combined excused and unexcused).

Tier One interventions are continued as needed.

Principal

1. Hold individual parent conference

Attendance Clerk

1. Schedule and attend ACT meeting
 a. Inform parents of SARB
 b. 3 additional absences will trigger a SARB

District Social Worker

1. Meet with family – conduct home visit if necessary
 a. Try to determine need (family members or student has COVID, no access to technology, or no appropriate place for student to access instruction)
 b. Develop a plan of intervention Monitoring and analyzing attendance data

The school attendance clerk will pull data with the following information:

- Number of excused and unexcused absences
- Absence codes (reasons for absence)
- Teacher names and grade levels Data will be disaggregated by demographic information.

Data will be used to determine content of parent meetings and to assist with solving barriers to regular school attendance, and to determine individual support needed to reengage students in their compulsory education.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Eastside Union School District provides nutritionally adequate meals for all pupils. Since March, we focused our efforts on providing healthy options that were individually wrapped and easily accessible for parents. Grab and go meals were distributed drive-through style on a daily basis in four schools: Tierra Bonita Elementary, Enterprise Elementary, Columbia Elementary and Gifford C. Cole Middle School. We partnered with Student Transportation of America (STA) to provide grab & go meals on a daily basis as well at all student bus stops. The staff at Eastside Elementary worked in conjunction with bus drivers to clean and disinfect all high-touch

areas. We also set up a system at each bus stop that ensures community members are distanced at least six feet apart when picking up their meals.

Child nutrition staff and other staff members that participate in the preparation or distribution of meals were properly trained to follow health and safety protocols, including proper PPE usage, cleaning and sanitation and maintaining physical distancing. Gloves, face coverings, aprons and face shields are readily available for staff members to use during meal preparation and service.

Eastside USD operates under the Community Eligibility Provision (CEP) therefore, all students qualify for free meals. Our students and community members benefitted greatly from this. We used several platforms to promote that free meals were available for all children ages 18 and under. We posted the times and locations on our district website, social media pages and also printed flyers. We used our student information system to send call outs to our parents with changes or updates.

Throughout the summer, we offered grab & go meals at three of our school sites: Columbia Elementary, Tierra Bonita Elementary and Gifford C. Cole Middle School. Community members were highly encouraged to wear face coverings when picking up meals. When the school year started with distance learning, we informed our parents and community members that under the National School Lunch Program (NSLP) we would only be able to provide meals to our students. We observed a significant decrease in participation. In an effort to boost participation and make it easier for parents, we transitioned to a bulk meal service. We will provide the entire weeks' worth of meals in one day instead of offering daily meals. USDA recently announced that we will be able to provide meals to all children ages 18 and under once again. We informed our parents and community members of this change and plan on increasing the number of meal kits available at our school sites for weekly pickup. Eastside Elementary will work with STA staff to continue to operate the Meals on Wheels program. When students return to campus, breakfast and lunch will be provided for students on campus. For students who are asynchronous meals will be provided through our distance learning meal distribution program.

When students return to campus, breakfast and lunch will be provided for students on campus. For students who are asynchronous meals will be provided through our distance learning meal distribution program.

Additional Actions to Implement the Learning Continuity Plan

Child Nutrition- Partnership with Student Transportation of America (STA) to provide grab & go meals on a daily basis as well at all student bus stops.

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

With a three year unduplicated student count average of 92.03%, it makes sense to include the remaining 7.97% of students in all services. Foster youth, English learners, and low-income students' needs, condition, and circumstances are at the forefront of consideration in all programmatic and districtwide initiatives, as they are the majority of our student population, and we understand the importance of meeting their unique needs. Because we are well aware of the needs of this student group, we targeted services to those students in key ways:

- We negotiated with our teachers' association to add an hour of instruction each day from August 10, 2020 – December 18, 2020. This amounts to an additional 87 hours of instruction, approximately 14 days, for students.
- We provided two hours and 15 minutes of additional synchronous instructional time for the highest need students from our unduplicated population. This amounts to approximately 36 additional hours of instruction,
 approximately 6 school days.
- All professional learning sessions include support in meeting the needs of students from the unduplicated population.
- Lesson planning includes language support for both designated and integrated language development to meet the linguistic needs of English learners.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The actions in the EUSD Learning Continuity and Attendance Plan contribute toward meeting the increased or improved services for our Foster Youth, English learners, and low-income students as our unduplicated count is over 90% of our total population. To meet

the intense needs in our school community, we provide targeted services above and beyond the regular program because our students' needs demand intensive services.

By highlighting key areas in each section of our Learning Continuity Plan we provide a brief summary of how we meet these needs comprehensively.

Stakeholder Engagement

EUSD has a robust stakeholder engagement program that includes legally required advisory groups (DAC, DELAC, SSCs, ELACs), community surveys, a Reopening Schools Task Force, and community partnerships.

Continuity of Learning

In Person Instructional Offerings: Per Ed. Code 43500(b) we will offer in-person instruction as soon as health and safety allow. All students will return to school in a blended model, with Foster Youth, English learners, and low-income academically at-risk students receiving an additional 2 hours and 15 minutes of targeted instruction each week.

Distance Learning Program

While we are advised by the Los Angeles Department of Public Health and following orders from the governor's office, we will instruct student in a distance learning model. This model includes both synchronous and asynchronous instruction. Foster Youth, English learners, and low-income academically at-risk students receiving an additional 2 hours and 15 minutes of targeted synchronous instruction each week.

Access to Devices and Connectivity

All students in EUSD were provided with a device (Chrometab or Chromebook), charger, and case to access their instructional program. Home deliveries were made for families who could not travel to the school site for distribution. Families without internet were provided a hot spot.

Distance Learning Professional Development

Two additional days were added to the school year to ensure teachers and staff were trained on the needs of students for the distance learning program. Professional learning included lesson design and development, meeting the needs of English learners, providing SEL support and health and safety protocols for COVID-19.

Staff Roles and Responsibilities

Staff roles, specifically classified staff, have been adjusted to meet the needs of our students. Classified staff assist with meal service, learning centers, and instructional programs (administering assessments 1:1), all to ensure our neediest students' are supported in a robust program.

Supports for Pupils with Unique Needs Our plan has specific elements designed to meet the unique needs of:

- Families in crisis: School counselors, parent liaisons, and district social workers provide wrap around services and referrals to community services
- Students with disabilities: additional instructional time
- Foster Youth / McKinney Vento families: additional instructional time and priority enrollment in Learning Centers
- English Learners: ELD instruction and additional instructional time

Pupil Learning Loss and Strategies

EUSD uses a system of assessments to identify student needs and provide targeted intervention in the classroom. Additional supports available to students include:

- Additional Instructional Time: providing an additional hour of instruction each day from August 10, 2020 – December 18, 2020. This

is equivalent to 87 additional hours or approximately 14 days of instruction.

- Additional Wednesday Instruction: to target Foster Youth, English learners, and low-income students with high academic needs. Students receive an additional two hours and 15 minutes of instruction on Wednesdays.

- Saturday Intervention and Enrichment: starting in late Fall 2020 and running through late Spring 2021. Programmatic details will be finalized using the beginning of the year assessment and survey data and classes will be
 designed to meet identified learning loss and achievement gaps. Saturday intervention and enrichment will begin with virtual instruction and will move to in-person when allowed.

- Summer Program: June 7 – 25, 2021 (15 days) EUSD plans to provide a summer program to students who continue to demonstrate learning loss through Renaissance STAR 360 assessments, teacher assessments, and
 teacher recommendation

- Targeting Priority Instructional Standards: EUSD has developed guidance materials for teachers to guide long term and short term instructional plans

Effectiveness of Pupil Learning Loss Strategies:

EUSD will measure the effectiveness of the learning loss strategies using multiple points of data, including: Teachers have several data streams to use for analysis: ? Common grade level / content area teacher made assessments

- Common grade level / content area teacher made assessments
- Adopted curriculum assessments (weekly, unit performance tasks)
- Renaissance STAR 360 (Beginning, mid, and end of year) assessments
- State assessment data (CAASPP, ELPAC, CAA, CAST)
- SEL and School Climate Survey Data
- Attendance data
- Behavior and discipline data
- Input from parents and community members regarding student needs

Mental Health and Social Emotional Well-Being

EUSD implements a robust Social Emotional Learning (SEL) program that targets the needs of students, family, and staff using Move this World curriculum, Panorama Education Surveys, a strong counseling program, parent liaisons, district social worker, and behavioral specialist all working together to support the district community.

School Nutrition

EUSD operates under the Community Eligibility Provision (CEP) therefore, all students qualify for free meals.

Child nutrition staff and other staff members that participate in the preparation or distribution of meals were properly trained to follow health and safety protocols, including proper PPE usage, cleaning and sanitation and maintaining physical distancing. Gloves, face coverings, aprons and face shields are readily available for staff members to use during meal preparation and service.

Safety Plan Review, Evaluation and Amendment Procedures

The Eastside Academy comprehensive safety plan will be reviewed, evaluated and amended (if necessary) each year.

Pursuant to Education Code Section 35294.6[a], Eastside Union School District adopted this comprehensive school safety plan at a regular meeting of the Board of Trustees. An opportunity for public comment was also provided during this meeting, prior to the plan's adoption.

Safety Plan Appendices
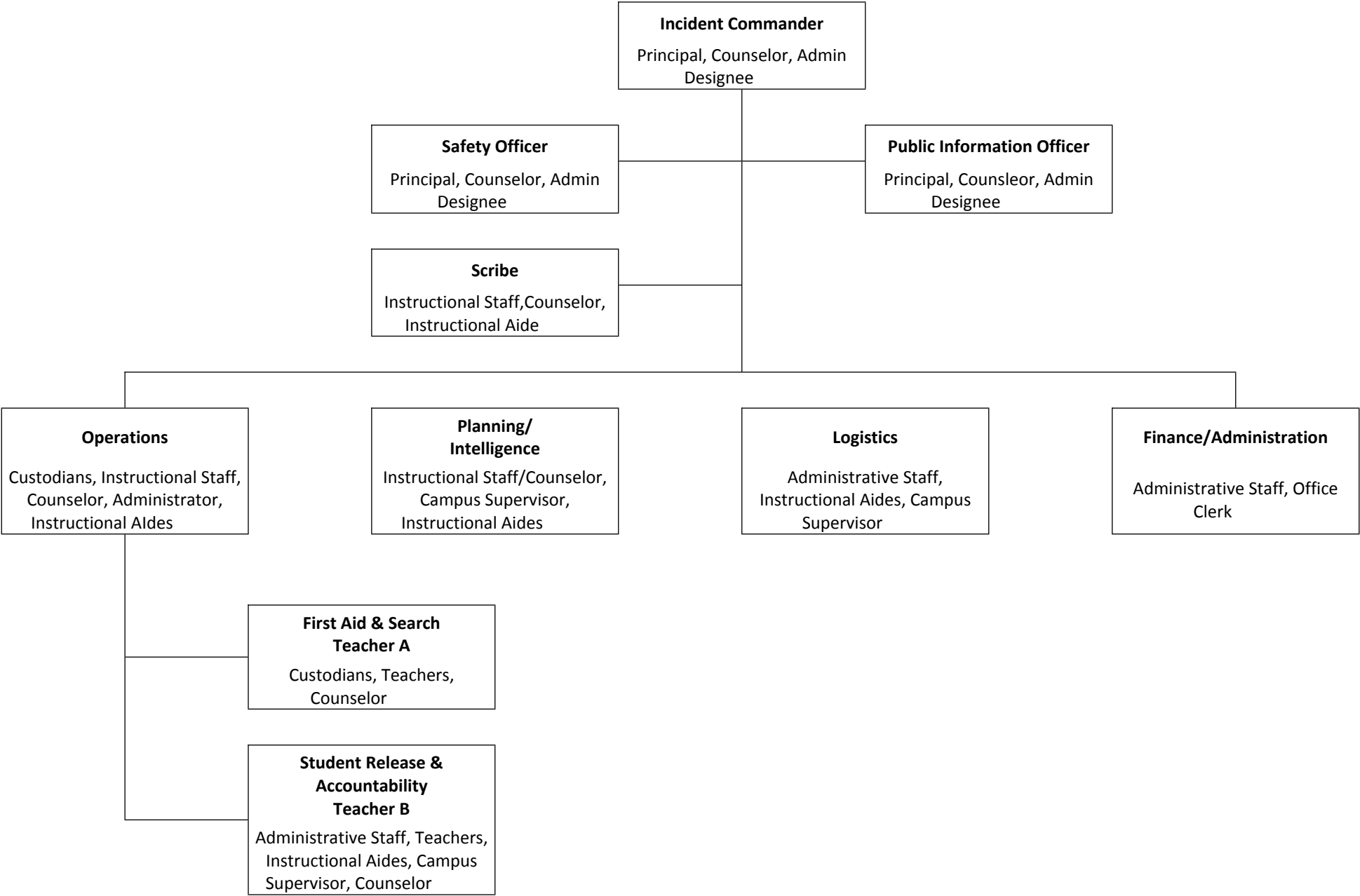
Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Los Angeles County Sheriff's Department	661-974-7800	911 Covered Six (805) 660-7301
Law Enforcement/Fire/Paramedic	Los Angeles County Fire Department	661-940-6791	911
Law Enforcement/Fire/Paramedic	Ambulance	661-947-2173	911
Local Hospitals	Antelope Valley Hospital	661-949-5000	
American National Red Cross	Red Cross	661-267-0650	
School District	Superintendent	661-952-1200 x8214	Covered Six (805) 660-7301;Hobert (805) 298- 8210
Public Utilities	Southern California Edison	800-427-2200	
Public Utilities	Southern California Gas Company	661-952-1200 x8238	
School District	Maintence and Operations	661-952-1200 x8238	x8290
Emergency Services	Poison Control	800-876-4766	

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)
Safety Committee Meeting - Final Draft/Approval	February 7, 2025	Signature page in attachments

Eastside Academy Incident Command System

Incident Commander

Principal, Counselor, Admin Designee

Safety Officer

Principal, Counselor, Admin Designee

Public Information Officer

Principal, Counsleor, Admin Designee

Scribe

Instructional Staff, Counselor, Instructional Aide

Operations

Custodians, Instructional Staff, Counselor, Administrator, Instructional AIdes

Planning/ Intelligence

Instructional Staff/Counselor, Campus Supervisor, Instructional Aides

Logistics

Administrative Staff, Instructional Aides, Campus Supervisor

Finance/Administration

Administrative Staff, Office Clerk

First Aid & Search Teacher A

Custodians, Teachers, Counselor

Student Release & Accountability Teacher B

Administrative Staff, Teachers, Instructional Aides, Campus Supervisor, Counselor

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:
Eastside Academy/TLC

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
The first response to an emergency is to determine the type of emergency that has occurred. Procedures for several different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency
The second step in responding to an emergency is to determine the type of emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three tiered rating below:

- Level 1 Emergency: A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

- Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of involving a potentially hazardous material, e.g., unknown "white powder."

- Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action
Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- Drop Cover Hold: Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.

- Shelter in Place: Students and staff are kept indoors in order to isolate them from the outdoor environment.

- Lock Down: Students and staff are kept in a designated locked area with blinds closed and lights off sitting quietly until danger has passed, such as an intruder being on campus.

- Evacuate Building: Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.

- Evacuate Campus: Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.

- All Clear: Notification is given that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action
Once the type of immediate response action is determined, the incident commander must immediately inform the site's staff which response action to take. The most important method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements. Best practice in using Catapult

- Drop Cover Hold: Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck and cover" position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck and cover" position. Make the announcement even if the immediate crisis has passed.

- Safe in Place: Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.

- Lock Down: Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows along with blinds, and to keep students as far away as possible from any windows until further notice.

- Evacuate Building: Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area.

- Evacuate Campus: Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.

- All Clear: Use the site's school-wide communication system to notify staff and students that normal school operations should resume.

Types of Emergencies & Specific Procedures

Aircraft Crash
EMERGENCY RESPONSE
AIRCRAFT CRASH

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

STAFF ACTIONS:
Notify Site Principal/Site Administrator.
Move students away from immediate vicinity of the crash.
EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene.
Take class roster/nametags and emergency backpack.
Check school site to assure that all students have evacuated.
Take attendance at the assembly area.
Report missing students 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 to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
Notify police and fire department (call 911). Activate Catapult
Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.
Notify District Superintendent, who will contact the Office of Emergency Services.
Arrange for first aid treatment and removal of injured occupants from building.
Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
Account for all building occupants and determine extent of injuries.
Do not re-enter building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:
Notify Principal/Site Administrator.
Move students away from immediate vicinity of the crash.
Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
Notify police and fire department (call 911).
Initiate SHELTER IN PLACE, if warranted.
Initiate REVERSE EVACUATION for students and staff outside or direct them to designated area until further instructions are received.
Ensure that students and staff remain at a safe distance from the crash.
Notify District Superintendent, who will contact the Office of Emergency Services.
Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities say it is allowed.

Animal Disturbance

If there is a rabid or uncontrollable animal on campus, or when any wild animal threatens the safety of the students and staff - implement this procedure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
Isolate the students from the animal. Close and lock all doors as a means to isolating the animal.
If the animal is outside, keep students inside and institute a LOCKDOWN.
If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal
Contact the Animal Control for assistance in removing the animal.
If the animal injures anyone, seek medical assistance from the school nurse.
Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:
If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
If the animal is inside, EVACUATE students to a sheltered area away from the animal.
Notify the principal if there are any injuries.

Armed Assault on Campus
PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
1) Is the individual moving towards violent action?
2) Is there evidence to suggest movement from thought to action?

High violence potential qualifies for arrest or hospitalization.
Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
Notify police (dial 911), if the safety of students or staff is endangered.
Activate Catapult Emergency management Response System
Provide exact location and nature of incident and school response actions.
Isolate the threatening person from other students and staff, if it is safe to do so.
Initiate appropriate response actions, which may be LOCKDOWN or EVACUATION.
Cancel all outside activities.

Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
Facilitate a meeting with student(s) and family to review expectations.
Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:
If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
Inside the classroom, institute LOCKDOWN. Close all curtains and blinds.
Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
Remain with students until ALL CLEAR is given.

Biological or Chemical Release

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin, etc.) is difficult because it usually appears after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:
Notify principal.
Move students away from immediate vicinity of danger (if outside, implement REVERSE EVACUATION). (A REVERSE EVACUATION is used when conditions inside the school are safer than conditions outside. When a reverse evacuation announcement is made, students and staff are moved as quickly as possible back into the school building where student accountability and release procedures begin.)
Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
Follow standard student assembly, accounting and reporting procedures.

SITE ADMINISTRATOR ACTIONS:
Initiate SHELTER IN PLACE.
Shut off HVAC units.
Move to central location where windows and doors can be sealed with duct tape.
Call 911. Provide location and nature of the emergency and school actions taken.
Notify District Superintendent of the situation.
Activate/Respond to Catapult Emergency Management System
Turn on a battery-powered commercial radio and listen for instructions.
Complete the Biological and Chemical Release Response Checklist
Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:
Notify principal or site administrator.
Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
Follow standard student assembly, accounting and reporting procedures.
Prepare a list of those who are in the affected area to provide to emergency response personnel.

SITE ADMINISTRATOR ACTIONS:
Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger.
Move up-wind from the potential danger.
Call 911. Provide exact location and nature of emergency.
Designate security team to isolate and restrict access to potentially contaminated areas.
Wait for instructions from emergency responders -- Health or Fire Department.
Notify District Superintendent of the situation.
Arrange for immediate psychological counseling for students and staff.
Complete the Biological and Chemical Release Response Checklist
Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:
Wash affected areas with soap and water.
Immediately remove and contain contaminated clothing
Do not use bleach on potentially exposed skins.

Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

Bomb Threat/ Threat Of violence
Response to a Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

Procedure:

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" – telling the operator, "This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number]."

2. The person answering the threat call should ask the following questions, record the answers and then immediately notify the School Administrator:

- When is the bomb going to explode?
- Where is it?
- What will cause it to explode?
- What kind of bomb is it?
- Who are you?
- Why are you doing this?
- What can we do for you to avoid the bomb from exploding?
- How can you be contacted?

3. The School Administrator will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.

4. If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.

5. No attempt should be made to investigate or examine the object.

6. After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.

7. When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.

8. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

9. The School Administrator will notify "911", if not previously notified will provide the exact location (e.g., building, room, area) of the potential bomb, if known. Activate Catapult Emergency Management Notification System

10. The School Administrator will notify the Superintendent of the situation.

11. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.

12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The School Administrator will give the ALL CLEAR.

Bus Disaster
Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip.   Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:
Turn off power, ignition and headlights. Use safety lights, as appropriate.
Evaluate the need for evacuation.
Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:
Call 911, if warranted.
Notify principal.
Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
Move all uninjured students to a safe distance from the accident.
Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
Notify law enforcement.
Notify parents/guardians of all students on the bus as soon as accurate information is available.
Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Disorderly Conduct
PRINCIPAL/SITE ADMINISTRATOR 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 administration of 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/SITE ADMINISTRATOR ACTIONS:
Call 911.
Move any students who are outside into the school building. 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 nurse 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 AND COVER, lie on the floor and keep students calm.
Care for the injured, if any.
Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

Earthquake

We will have a minimum of 3 earthquake drills throughout the school year. Please practice and follow safety procedures:

. Post emergency/drill information on or near the classroom door and place in substitute folder.

. Take class list/roster with you during the emergency/drill and take roll.

. Walk safely and in single file when possible.

. Close windows. Turn off lights and fans.

. Close classroom doors but do not lock them.

EARTHQUAKE

A sizable Earthquake will cause a district-wide disturbance. All employees will become part of an integral plan to ensure the safety of everyone. The following guideline begins at the district level to demonstrate how each level will respond in the event of a district-wide catastrophic event. These procedures emphasize the importance of uniform communication at all levels. Schools should plan operating on their own for at least 72 hours.

At first indication of ground movement,
ALL STAFF WILL:

1. Drop, Cover and Hold
2. The District Emergency Operations Director will determine the appropriate level of activation based on current situation and begin communication with the Site Incident Commander(s).
3. The District will initiate the Emergency Operations Center (EOC) who will:
a. Ensure that communication with the other sites is established.
b. Establish communication with the state, county, or regional Emergency Operation Centers.
c. Begin communication with resources to mobilize equipment and supplies.
d. After the situation is assessed an Incident Action Plan will be developed and management from all teams will begin.

THE PRINCIPAL OR SITE DESIGNEE WILL:

1. Following initial ground movement and activate the Site Incident Command Center which will:
a. If able call 9-1-1 to report immediate damage.
b. Contact the District Emergency Operations Center to establish communication.
c. Activate the Catapult Emergency Response Management System
d. Begin assembling teams at the Incident Command Post.
2. Oversee all activities of organizing teams.
3. Meet with Team Leaders to establish Incident Action Plan.
4. Determine safe evacuation with Operations Team Leader and supporting teams, analyzing safest routes; if necessary discuss Search and Rescue procedures and begin to develop strategies.
5. With the assistance of Team Leaders, begin implementing the Emergency Plan, (i.e., shelter, first aid, student release, etc.)

TEACHERS (IN THE CLASSROOM) WILL:

1. At the first indication of ground movement, teachers and students are to DROP to the ground. This movement should be activated by a simple command (such as stating "drop") that has been practiced in drills.
2. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
3. HOLD onto the table or chair legs. Furniture provides protection from falling objects.
4. If no cover is available, instruct students to crouch against an inside wall; stay away from outside walls, door jams, windows or other expanses of glass or potential falling objects; cover head with arms.
5. Always position back to the window. Never face the window. Protect eyes from flying glass and debris by using arms and closing eyes tightly.
6. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not run through a building or run outside. Falling debris is hazardous!
8. Following ground movement, check for injuries.

9. Evacuation is not automatic! Use good judgment by first checking the condition of the building, outside area (fallen trees, power lines, etc.) If unsafe, stay put!
10. If evacuating wear orange or green vest to signal status of classroom; be ready to report missing, injured or extra students.
11. Plan to use alternate routes to assembly area.
12. If possible, check on safety of other class members and teacher.
13. Do not attempt to move an injured person unless in immediate danger.
14. Do not use matches or lighters, light fires, or operate electrical switches, as there may be gas leaks.
15. When able, initiate extra duties as assigned.

TEACHERS AND STAFF (WITHIN THE BUILDING) WILL:

1. At the first indication of ground movement, DROP to the ground.
2. Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover head and neck with arms and hands. Always position back to a window. Never face the
window. Close eyes tightly.
3. HOLD onto the furniture. Furniture provides protection from falling objects.
4. Remain in DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
5. After ground movement ends, check for injuries.
6. Evacuation is not automatic. Use good judgment by first checking the condition of the building, outside area (fallen trees, power lines, etc.) If unsafe, stay put!
7. If evacuation is determined to be safe, advance to assembly. Check for fallen trees power lines, etc. before attempting evacuation. Wear orange or green vest to signal status of classroom.
a. Be prepared to report missing, extra or injured students.
8. When able, initiate extra duties as assigned.

TEACHERS AND STAFF (OUTSIDE OF BUILDING):

1. At first indication of ground movement, move away from overhead hazards such as power lines, trees and buildings. DROP to the ground and COVER head with arms and hands. Lie
flat, face down; close eyes tightly. Wait for aftershocks to subside before standing.
2. Do not re-enter buildings until it is determined safe.
3. Move to nearest safe assembly area.
4. When able, report students in your care.

EARTHQUAKE AFTER HOURS:

In the event an earthquake occurs during non- school hours:
1. The School Administrator and the Plant Manager will assess damages to determine any necessary corrective actions. The School Administrator may direct the Fire Suppression and HazMat Team to participate in the
assessment.
2. The School Administrator should confer with the Local District Superintendent on identified damages to determine if the school should be closed.
3. If the school must be closed, the School Administrator will activate Parent Alert System and School Personnel Alert System.

Explosion or Risk Of Explosion
Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:
Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.
Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
Activate/Respond to Catapult Emergency Response management System
Secure area to prevent unauthorized access until the Fire Department arrives.
Advise the District Superintendent of school status.
Notify emergency response personnel of any missing students.
Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
Determine if Student Release should be implemented. If so, notify staff, students and parents.
If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:
Initiate DROP, COVER AND HOLD ON.
- If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting
equipment.
- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

Fire in Surrounding Area
A fire in an adjoining area, such as a wildland fire can threaten the school building and endanger the students and staff.   Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
Determine if EVACUATION of school site is necessary.
Contact local fire department (call 911) to determine the correct action for your school site.
Activate//Respond to the Catapult Emergency management System
If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION.

DIRECTED TRANSPORTATION by bus.
Direct inspection of premises to assure that all students and personnel have left the building.
Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
Monitor radio station for information.
Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:
If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
Stay calm. Maintain control of the students a safe distance from the fire and fire fighting equipment.
Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
Remain with students until the building has been inspected and it has been determined safe to return to.

Fire on School Grounds
. Post Fire/Drill information on or near the classroom door and place in substitute folder.
. Wait for all clear before proceeding outside.
. Take class list with you during the exit/drill.
. Walk safely and in single file lines when possible.
. Close windows.
. Turn off lights and fans.
. Close classroom door.
. Check that all students are accounted for when you reach your safe destination.
. Contact administration or firefighter if a child is missing.
. Remain at least 1OO feet away from the building.
. When the "All Clear" bell has rung, return safely to class.
** During practice drills each and every staff member needs to participate until all clear.

Fire Exits
All classrooms exit to the Playground field area and stand on their assigned classroom number.

Flooding

Flooding could threaten the safety of students and staff whenever storm water 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 failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Issue STAND BY instruction. Determine if evacuation is required.

Notify local police department of intent to EVACUATE - the location of the safe evacuation site and the route to be taken to that site.

Delegate a search team to assure that all students have been evacuated.

Issue DIRECTED TRANSPORTATION instruction if students will be evacuated to a safer location by means of buses and cars.

Post a notice on the office door stating where the school has relocated and inform the District Office.

Monitor weather station for flood information.

Notify District Superintendent of school status and action taken.

Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

If warranted, EVACUATE students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.

Remain with students throughout the evacuation process.

Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.

Do not return to school building until it has been inspected and determined safe by property authorities.

Loss or Failure Of Utilities

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL/SITE ADMINISTRATOR:

Notify utility company. Provide the following information:

1. Affected areas of the school site
2. Type of problem or outage
3. Expected duration of the outage, if known

- Determine length of time service will be interrupted.
- Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Use messengers with oral or written word as an alternate means of faculty notification.
- Notify District Office of loss of service.
- Implement plan to provide services without utilities or with alternate utilities.

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/SITE ADMINISTRATOR ACTIONS:
Notify police and fire department (call 911).
Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.
Arrange for first aid treatment and removal of injured occupants from 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 extent of injuries.
Notify District Superintendent.

STAFF ACTIONS:
Notify Principal.
Move students away from immediate vicinity of the crash.
EVACUATE students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
Check school site to assure that all students have evacuated.
Take attendance at the assembly area.
Report missing students 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 to the school site when emergency response officials have determined it is safe to return to the building.

Pandemic

In consultation with school and community health officials, and consistent with guidance offered by the CDC, draft communication messages for school community members that provide updated information about COVID-19 and how to remain healthy. Promote daily preventive actions for all staff, students, and families.

Wash hands multiple times a day for at least 20 seconds.
Don't share food or drinks.
Give elbow bumps instead of handshakes.
Encourage students and school staff members to eat a balanced diet, get enough sleep, and exercise regularly to help them develop strong immune systems capable of fighting illness.

Public health actions also include activities that help reduce the spread of infectious diseases.

For example:

Know the symptoms of COVID-19 and ensure that information is made available to the school community in developmentally appropriate ways.

Students and staff can and will be given COVID rapid tests on campus if required or suggested.

Psychological Trauma
Crisis management at Eastside Academy School specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must
turn to meeting the emotional and psychological needs of students and staff.

Procedure:
1. The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Psychological First Aid Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the Local District Superintendent.
5. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

Suspected Contamination of Food or Water
This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure:
1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify "911", District Office, and the Los Angeles County Health Department.
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator will notify parents of the incident, as appropriate.

Unlawful Demonstration or Walkout

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Obtain information on when, why and how many people are expected. Identify the spokesperson for the group

Contact local police department for the school's jurisdiction and advise them of the situation.

Notify staff of the planned demonstration.

Develop an information letter to parents.

Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.

Designate a staff member to handle incoming calls during the demonstration.

Establish areas where demonstrators can set up without affecting the operation of the school
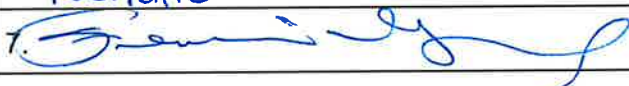
Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.
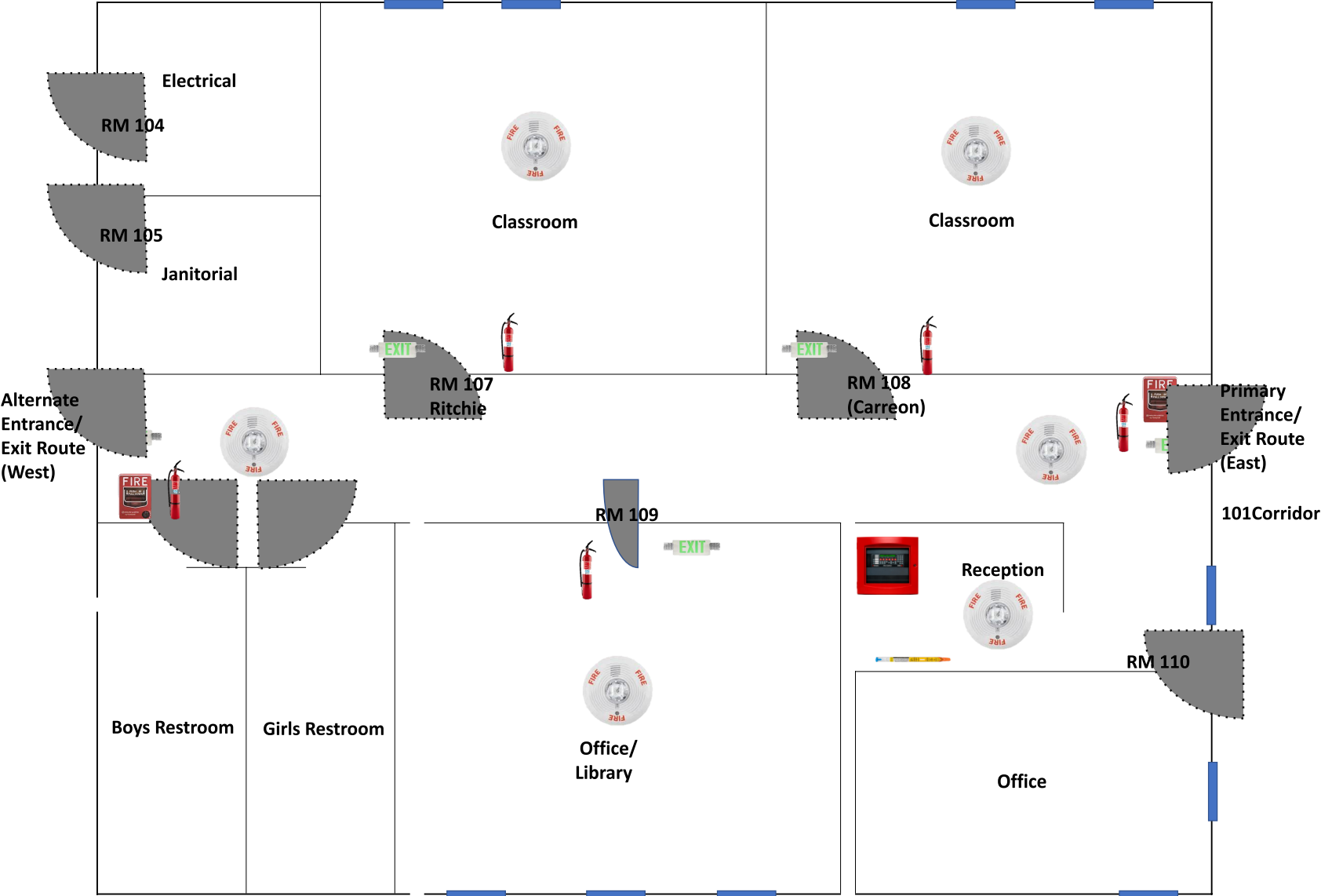
STAFF ACTIONS:

Do not allow media into your classroom or to approach students.

Emergency Evacuation Map

Eastside Academy Naloxone Administration Training
Sign-In Sheet

Name (First & Last)	Date
1. Shkaree Ritchie	1/10/25
2. Brian Carreon	1/10/25
3. Arlene Potter	1/10/2025
4. Ana Bughu	1/10/25
5. Jauma Ramen	1/13/25
6. Natalie Yanez	1/13/25
7.	1/13/25

Evacuation Plan

Electrical

RM 104

RM 105

Janitorial

Classroom

Classroom

EXIT

EXIT

Alternate Entrance/ Exit Route (West)

RM 107 Ritchie

RM 108 (Carreon)

Primary Entrance/ Exit Route (East)

101Corridor

FIRE

RM 109

EXIT

Reception

Boys Restroom

Girls Restroom

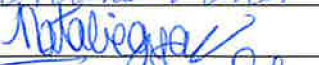**RM 110**

Office/ Library

Office

In case of fire
Pull fire alarm
Evacuate building
Call 911

Rev 12/2021

Comprehensive School Safety Plan
SB 187 Compliance Document

2024-25
School Year

School: Eastside Academy

CDS Code: 19 64477 0122929

District: Eastside Union Elementary School District

Address: 45006 30th Street East
Lancaster, CA 93535

Date of Adoption: FEBRUARY 7, 2025

Approved by:

Name	Title	Signature	Date
Jina Hughes	Administrator/Principal	*signature*	2/7/25
Crystal Montoya	Attendance Assistant	*signature*	2/7/25
Shkaree Ritchie	General Education Teacher	*signature*	2/7/25
Brian Carreon	General Education Teacher	*signature*	2/7/25
Arlene Potter	Instructional Aide	*signature*	2/7/2025
Natalie Yanez	Campus Supervisor	*signature*	2/7/25
Fermin Gonzalez	Counselor	*signature*	2/7/25