



Comprehensive School Safety Plan

2024-2025

School Year

School: Los Altos High School

CDS Code: 4369094334116

District: Mountain View-Los Altos Union High School District

Address: 201 Almond Ave.

Los Altos, CA 94022-2206

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Approved by:

Name	Title	Signature	Date
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1. Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school. In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

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

Comprehensive School Safety Plans are required under SB 719 & AB 115 and 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
- Schoolwide 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.mvla.net.

2. Safety Plan Vision

A. District Vision

As defined in MVLA Board Policy 0450, the Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

B. Site Safety Plan Vision

At Los Altos High School, we are dedicated to fostering a safe and supportive community where students can thrive emotionally, physically, and academically.

Our Comprehensive School Safety Plan addresses current safety conditions and school climate while proposing strategies for continuous improvement. By focusing on proactive measures and collaboration, the plan ensures a nurturing environment that supports both personal growth and academic success.

C. LAHS Mission Statement

At Los Altos High School, we value a healthy, equitable learning environment in which students and staff support one another. We are committed to the application of 21st century skills and knowledge in the classroom and beyond.

Our goal is to graduate students who will be:

Responsible Global Citizens that...

- demonstrate honest, ethical and respectful behavior.
- act equitably, considering their community and the environment.
- make choices that support physical and mental health.

Effective, Engaged Communicators that can...

- convey ideas and information and engage with others through a variety of media.
- address and understand diverse audiences and the perspectives of others.
- utilize technology and new media in a responsible manner.

Critical, Creative 21st Century Thinkers that can...

- identify problems or challenges.
- analyze and synthesize information and develop hypotheses.
- create new strategies and tools to solve problems and overcome challenges.

Self-Directed, Collaborative Learners that...

- actively and independently seek out new ideas and information.
- apply a metacognitive, self-aware approach to learning.
- value the contributions of others and collaborate effectively.

In developing goals and identifying strategies to achieve those goals, LAHS reviews and considers quantitative and qualitative data, including data disaggregated by student subgroups to ensure that school's goals are aligned with student needs.

Goals shall be established for all students and each numerically significant subgroup as defined in Education Code 52052, which may include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, and shall address each of the state priorities identified in Education Code 52060 and any additional local priorities established by the Board. These goals shall be incorporated into the district's local control and accountability plan (LCAP).

Declaration regarding MVLA Board Policy and administrative regulation references

Except when specifically quoted, the MVLA Board Policies and Administrative Regulations mentioned in this safety plan are for reference only and may include only a summarized version of the official policy language.

3. Components of the Comprehensive School Safety Plan (EC 32281)

A. Los Altos High School Safety Committee

Dr. Tracey Runeare, Principal
Nicolas Betancur, Assistant Principal
Chelsea Doiguchi, Teacher
Stefi Ganesan, Parent
Maria Hoerni, Classified Staff Member
Captain Katie Krauss, Los Altos Police Department

B. Assessment of School Safety

Los Altos High School (LAHS) is committed to providing a safe, supportive, and academically enriching environment where every student can thrive. We believe that student well-being is fundamental to academic success, and this principle guides our comprehensive approach to school safety. This approach encompasses several key areas: fostering a positive and inclusive school climate; ensuring physical safety through emergency preparedness; and supporting every student with strong instructional practices and equitable access to resources.

Our commitment to building a positive school culture is reflected in consistently high student reports of feeling safe on campus—over 90% according to the California Healthy Kids Survey. This year, we increased the number of co-teaching sections to better integrate English Language Learners and students with IEPs into general education classrooms, ensuring inclusivity in instruction. We have also worked to address financial barriers to resources and opportunities and strengthen connections with families and the community through partnerships with organizations like the PTSA, parent booster groups, LUCHA, and Pacific Clinics and Mentor Tutor Connection.

Additionally, we are proactively addressing the challenges that can affect student well-being. These include, but are not limited to, substance use, mental health concerns, and academic pressure. To support our students, we offer a range of resources and services, including peer mentoring programs like Jumpstart Mentors, a Wellness Center that provides bilingual therapy and educational programming, and ongoing professional development for our staff.

The effectiveness of our comprehensive approach is demonstrated by measurable improvements in key areas and our ongoing commitment to enhancing student well-being. These efforts will be detailed in the sections that follow.

School Connectedness

Los Altos High School is dedicated to building a vibrant sense of connectedness and engagement among its students. Connectedness reflects their feelings of belonging, safety, and support, while meaningful participation highlights their active engagement on campus through leadership opportunities and collaboration with peers and staff. Together, those elements create an environment where students feel valued, supported, and empowered to succeed. The school's success in fostering those qualities is evidenced by data from our most recent California Healthy Kids Survey, as well as insights from student groups such as our Principal's Advisory Council and ASB.

Over 70% of students report feeling connected to the school, highlighting strong relationships among students and staff.

Participation metrics improve throughout a student’s time at LAHS, reflecting the school’s success in fostering an increasingly inclusive and engaging environment.

Grade 9 33%
Grade 12 41%

School connectedness metrics, as expected, declined following the pandemic-related shift to distance learning but have since rebounded, reaching a six-year high in SY 24. The grade-level breakdown this year shows that students’ sense of connectedness is uniformly strong across all grade levels.

SY 2018 69%
SY 2020 66%
SY 2022 65%
SY 2024 71% **Grade 9:** 71% **Grade 10:** 69% **Grade 11:** 71% **Grade 12:** 73%

Suspension Rates

Suspension rates have steadily declined over the past three years, highlighting the impact of restorative practices and proactive interventions:

SY 2022 2.6%
SY 2023 0.5%
Fall 2024 0.02%

Suspension rates have decreased Year-over-Year (YoY) across all subgroups, demonstrating fair and consistent improvements in disciplinary practices that avoid disproportionately affecting any group:

Hispanic/Latinx 4.1% Decline YoY from SY 23 to SY24
Asian 0.3% Decline YoY from SY 23 to SY24
White 1.0% Decline YoY from SY 23 to SY24
Students with Disabilities (SWD) 4.2% Decline YoY from SY 23 to SY24
Socioeconomically Disadvantaged (SED) 5.0 % Decline YoY from SY 23 to SY24

The data from our Aeries system on non-suspendable offenses also indicate a sharp downward trend over the past three years:

SY 2021 286 suspendable offenses
SY 2022 220 suspendable offense
SY 2023 76 suspendable offenses

Substance Use

The school has continued a decade-long trend of reducing student-reported drug use in the past 30 days, achieving record-low rates in SY 2023 and SY 2024:

SY 2013 21%

SY 2023 6%

SY 2024 5%

The school has also continued a decade-long trend of reducing the number of students with at least one instance of being under the influence on school property, achieving record-low rates in SY 2023 and SY 2024:

SY 2013 15%

SY 2023 2%

SY 2024 2%

Incidents of Theft or Property Damage

Reports of theft or deliberate property damage have decreased notably over the past decade, dropping from 14% in SY 2013 to 6.75% in SY 2024.

Attendance

Attendance data provides valuable insights into student engagement and how safe and supported they feel on campus. Over the past three years, the school's monthly attendance rate has consistently exceeded 98%.

Despite this success, we remain concerned about a small number of students who are habitually truant or avoid school. To address this issue, we have introduced new initiatives that aim to address the root causes of chronic absenteeism and improve attendance. These include an attendance and tardy system that offers accountability measures as well as expanded and systematic parent outreach.

Data suggests that recent accountability measures and other actions taken to address period tardies are yielding some success, with a close to 36% decrease YoY. The number of unexcused absences are also down YoY (~19%).

Total Number of students with 30 or more class period unexcused absences

SY 2022 Fall: 92

Spring: 173

SY 2023 Fall: 123 *YoY Increase*

Spring: 211 *YoY Increase*

SY 2024 Fall: 100 *YoY Decrease*

Total Number of students with 30 or more period tardies in a month

SY 2022 Fall: 105

Spring: 219

SY 2023 Fall: 230 *YoY Increase*

Spring: 266 *YoY Increase*

SY 2024 Fall: 148 *YoY Decrease*

Mental Health and Wellness

LAHS prioritizes student mental health and wellness, recognizing the importance of addressing the emotional challenges many students face. Recent data highlights the scope of these challenges: 23-27% of students report experiencing chronic sadness or hopelessness, a consistent trend in recent years. Social-emotional distress impacts 19% of 9th graders and increases to 31% by 11th grade. Additionally, 8-9% of students have reported seriously considering suicide in the past year. These statistics underscore the critical need for continued focus on mental health support to ensure every student feels valued, supported, and equipped to navigate these challenges.

To meet the growing needs of its students, LAHS has made significant efforts to provide access to mental health resources. Over the past three years, mental health referrals have increased by 42%, reflecting both heightened student needs and the availability of supportive services. The Wellness Center, known as Eagle Escape, plays a central role in this effort by offering bilingual therapy and socio-emotional support, as well as hosting regular wellness events to raise awareness and equip students with essential skills for managing stress and mental health. Awareness initiatives led by student groups further complement these efforts, fostering peer support and empowering students to actively promote well-being. These initiatives collectively demonstrate LAHS's commitment to equipping students with the resources, skills, and support they need to overcome challenges and thrive.

Physical Environment

Los Altos High School recognizes the critical role the physical environment plays in students' experiences and achievement. In SY 2024, 75–80% of students agreed or strongly agreed that the school “is usually clean and tidy,” reflecting the school's commitment to maintaining well-kept and functional learning spaces.

While this positive feedback underscores our efforts, the school remains dedicated to doing even more to enhance the campus environment for all students. Ongoing construction and renovations aim to modernize spaces, enhance accessibility, and upgrade technological infrastructure to better meet student needs. Recent improvements include upgraded lighting, modern HVAC systems for climate comfort, and built-in classroom audio amplification systems to support accessibility. As part of our effort to provide safe and comfortable spaces for all students, the school has introduced multiple gender-neutral restrooms, acknowledging and celebrating the diversity of our student community.

Despite these efforts, some students have highlighted areas where facilities could be improved, with 20–25% expressing dissatisfaction with the condition of school facilities. In response, the school has taken several proactive steps, such as installing air quality monitors in restrooms to address vaping concerns and adjusting custodial responsibilities to improve daily maintenance. Outreach efforts are also underway to empower students to take an active role in maintaining the campus, including encouraging them to report facilities concerns for timely resolution. Additionally, the administration is collaborating with student leadership groups to explore further solutions, such as organizing campus-cleanup events and fostering a shared responsibility for the school environment.

Emergency Preparedness

Emergency preparedness remains a top priority at Los Altos High School and is a fundamental component of our efforts to ensure the safety of our students. To prepare staff and students to handle unexpected situations, the school implements the following measures:

- Fire Drills:** Twice-yearly fire drills are conducted to practice evacuation procedures and ensure readiness in the event of a fire emergency. Each drill is followed by a debriefing session to evaluate performance, identify areas for improvement, and integrate those insights into plans for future drills.
- Earthquake Drill:** An annual earthquake drill prepares students and staff for seismic events.
- Lockdown Drill:** Ongoing collaboration with the Los Altos Police Department includes planning for and conducting a low-intensity lockdown drill. Our partnership with the LAPD also strengthens our crisis response plans and ensures alignment with law enforcement best practices.
- Emergency Tools and Resources:** Classrooms are equipped with basic emergency necessities, such as food, water, and first aid supplies, as well as window coverings to enhance security during emergencies. ‘
- Ongoing Hazard Assessments and Systems Maintenance:** Conduct regular evaluations to identify and address potential safety hazards on campus and ensure all safety systems, including door locks, alarms, and communication tools are fully functional and meet standards.

These measures reflect a proactive approach to safety, ensuring that we are prepared for various emergency scenarios while continuously improving our protocols to create a safer school environment.

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

As written in MVLA Board Policy 5142, the Board of Trustees recognizes the importance of providing a safe school environment that is conducive to learning and helps 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, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

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

According to MVLA Board Policy 5141.4, the Board of Trustees is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction.

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

District 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.

The Superintendent or designee shall provide training regarding the duties of mandated reporters.

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

In MVLA Board Policy 3516, the Board of Trustees recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan.

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, they shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. District employees are considered disaster service workers and are subject to disaster service activities assigned to them.

Earthquake and Multi-hazard Emergency Procedure System

MVLA Administrative Regulation 3516.3 describes the district's policies for establishing an earthquake emergency procedure system and defines several key procedures including alignment with SEMS and NIMS, a definition of drop procedures and a list of response activities to occur during and immediately following an earthquake.

Adaptations for Students/Staff with Disabilities

MVLA recognizes the need to provide for adequate evacuation procedures for students/staff/visitors with disabilities. All evacuation sites are accessible in accordance with ADA guidelines. Second floor classrooms are equipped with evacuation chairs and second-floor staff are trained on their use during annual drills. The site also provides necessary accommodations to address the needs of students with disabilities during disaster assemblies up to and including isolated “quiet zones” staffed by teachers and therapists.

Public Agency Use of School Buildings for Emergency Shelters

The Board shall establish a procedure to grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting public health and welfare. The Board shall cooperate with these agencies to furnish and maintain the necessary services to meet the community’s needs.

The American Red Cross, a non-profit corporation chartered by the United States Congress, provides critical services to individuals, families, and communities during disasters. These relief activities are made possible by the generous support of the public through donations and by facility owners who allow the use of their buildings as shelters and service delivery sites for disaster victims. By permitting such use, the Board ensures that essential resources are available to support the Red Cross and other public agencies in responding to emergencies.

i. School Suspension, Expulsion and Mandatory Expulsion Guidelines

Through MVLA Board Policy 5144.1 and 5144.2, the Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

The policy also describes disciplinary guidelines in accordance with state and federal law, Student Due Process, Supervised Suspension Classroom, and the Decision to Not Enforce Expulsion Order available to the school board.

For campus-specific guidelines for suspension and expulsion of students, including behavior that may result in suspension or expulsion on the first offense, please refer to student and parent handbook posted on the school website. The current version of that handbook will be available for review alongside this comprehensive safety plan in the district office.

ii. Procedures to Notify Teachers of Dangerous Pupils (*Additional code reference: Education Code 49079*)

As described in MVLA Board Policy 4158, the Board of Trustees desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or their parent/guardian to recover damages to the employee or their property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of their duties.

The Superintendent or designee shall ensure that employees receive training in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

The Superintendent or designee also shall inform teachers, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom.

iii. Sexual Harassment Policies (EC 212.6 [b])

A comprehensive prohibition of discrimination and harassment across all district programs and activities is identified in MVLA Board Policy 0410, which states that the Board of Trustees is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. They shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report their findings and recommendations to the Board after each review.

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

MVLA Board Policy 5145.3 states that the Board of Trustees desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. They shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. They shall report their findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

As written in MVLA Board Policy 5145.7, the Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact their teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

- 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.
- A clear message that students do not have to endure sexual harassment under any circumstance.
- Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
- A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
- A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
- Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
- Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
- A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy 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.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have their employment terminated in accordance with law and the applicable collective bargaining agreement.

MVLA Board Policy 5131.2 explicitly prohibits bullying by stating that no individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

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

As described in MVLA Board Policy 5132, the Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

For the LAHS-specific detailed dress code requirements, please refer to the student and parent handbook posted on the website. Current versions of that handbook will also be available for review alongside this comprehensive safety plan at the district office.

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

Through a collection of Board Policies, Mountain View Los Altos High School District has established procedures to ensure the safe ingress and egress of students, parents, and school employees to and from school. The list below shows applicable board policies and administrative regulations and how they contribute to this safety component.

BP 5142 describes a collection of policies and procedures to ensure student safety and details procedures to enhance pedestrian safety. Per that policy and to assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

BP 5131 holds students accountable for conduct not only on campus but also on their way to and from school.

BP 5131.7 prohibits the possession of weapons, imitation firearms, or dangerous instruments of any kind with specific reference to times where students are on their way to or from school.

Each school site will also identify emergency evacuation routes identifying locations where students may assemble in response to fire, earthquake, bomb threats or other similar hazards. A map showing emergency evacuation procedures for each campus is located at the end of this safety plan.

In addition to the safety measures defined above, student safety will also be ensured through the control of the ingress and egress of campus visitors as defined in MVLA Board Policy 1250. It states that to ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during non-instructional time.

Any person who is not a student or staff member shall register immediately upon entering any school building or coming on the grounds when school is in session.

The principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

Additional code references: Education Code 32210-32211, Penal Code 627

vi. Safe and Orderly School Environment Conducive to Learning

As intended by Educational Code 32282 (b) the action plan shown in the table which follows was developed using strategies presented in the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled “Safe Schools: A Planning Guide for Action”.

Each goal is supported by objectives, which will be accomplished through the defined action steps, using designated resources available, and coordinated or reported on by the designated lead person. Outcome measures are also listed and may be used to assess the progress in achieving the objectives

Objectives	Action Steps	Resources	Project Lead	Outcomes
Identify and address critical facility vulnerabilities and hazards	Walkthrough with facilities lead to ID hazards (e.g. obstructed passageways, poor lighting) Check the functionality of alarms, bell systems, and fire code compliance. Ensure all locks work and staff know how to operate them. Check whether all classrooms need window coverings. Evaluate feasibility/legality of manual door barricade systems. Ensure AEDs and narcans are in designated locations and not expired. Ensure all classrooms have required emergency supplies	Facilities Lead IT Team RGM Kramer Construction Team Los Altos Fire Department Los Altos Police Department Administrative Assistants	Principal & AP of Facilities #1 (Betancur)	Window coverings in all classrooms Decision re: feasibility/legality of door barricade systems, order placed if possible Fire Dept. checklist items addressed Any hazards ID'ed addressed Lock check drill Narcans/AED check completed and Narcans availability stickers installed around campus in all AED cases Purchase any classroom emergency supplies needed
Strengthen campus safety by expanding video surveillance coverage and installing systems that will help promote a healthy, welcoming environment in more spaces on campus	Work with the IT Director to ID and address blindspots in camera coverage Learn how air quality sensors work and decide if they will be of use in deterring vaping on campus. If appropriate, initiate installation.	Verkada IT Team Administrative Team	Principal & AP of Facilities #1 (Betancur)	Air quality sensors installed in additional student restrooms if appropriate. Location for new cameras identified and steps taken to proceed with the install by spring 2025.
Strengthen and practice crisis response plans	Review existing emergency response document and identify mandatory changes required AND identify areas for improvement Consult with Los Altos Police	Facilities Lead Los Altos Fire Department Los Altos Police	Principal & Facilities AP #1 (N. Betancur)	Updated crisis response slideshow Updated evacuation maps LAPD and LAFD will have access to keys and updated campus maps

	Department for feedback on existing plans, incorporate suggestions. As construction progresses, revise crisis response documents to reflect changes on campus Train administrative team on how to use the emergency lockdown feature. Conduct fire, earthquake, and lockdown drills	Department Site Safety Team		Crisis drills completed
Enhance school facilities to foster school spirit, celebrate diversity, and strengthen connections	Determine which monthly celebrations to recognize and promote throughout the school year. Conduct a walkthrough of the campus to identify areas where school colors can be prominently displayed, such as building exteriors, interior hallways, gymnasiums, and common areas.	PTSA Boosters Facilities Lead Athletic Director	Principal & AP of Facilities #1 (Betancur)	Display monthly celebration banners across campus to recognize and highlight important events, achievements, and themes. Special holidays and cultural celebrations (e.g. Kwanza) added to website calendar Banners with school colors in more places on campus Installation of display cases around campus w/ logo and/or school name Begin working with outside vendor to produce new signage, including sign at the entrance to campus banners for light posts, etc.
Identify and address traffic flow and pedestrian safety concerns	Continue to participate in the City of MV Safe Routes to School Committee cyclist and pedestrian safety and traffic Share information about safer transportation to school in newsletter Conduct an assessment of current traffic patterns during peak drop-off and pick-up times to identify key areas where signage could alleviate congestion or confusion. Install clear, visible signs indicating designated drop-off and pick-up zones, no-parking areas, and pedestrian crosswalks.	Student Conduct Liaisons MV Safe Routes to School Committee	Facilities AP #2 (Miyahara)	Install new/ enhanced signage along Almond and Jardin streets to improve traffic flow and safety, including clear directions for drop-off zones, lane usage, no-parking areas, and time-specific instructions for peak hours to minimize congestion and guide traffic during peak school hours Posts in school newsletter and daily bulletin emails

vii. School Discipline Rules and Consequences (*Additional code references: Education Code 35291 and 35291.5*)

MVLA Board Policy 5131 identifies district-wide standards for student conduct.

Student Conduct Code

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

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27).
 - a. Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.
 - b. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5). Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time.

9. Plagiarism or dishonesty on school work or tests
10. Inappropriate attire
11. Tardiness or unexcused absence from school
12. Failure to remain on school premises in accordance with school rules

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, they shall refer the matter to their supervisor or an administrator for further investigation.

Student Conduct Procedures

Search and Seizure

Board Policy (BP) 5145.12 focuses on student searches and seizures in schools, outlining procedures to maintain a safe and secure learning environment.

The Board of Trustees is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items.

The Board urges that employees exercise discretion and good judgment. When conducting a search or seizure, employees shall act in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee shall ensure that staff who conduct student searches receive training regarding the requirements of the district's policy and administrative regulation and other legal issues, as appropriate.

Individual Searches:

School officials may search any individual student, their property, or district property under their control when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on district property, cellular phones, or other electronic communication devices.

Any search of a student, their property, or district property under their control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050).

Searches of individual students shall be conducted in the presence of at least two district employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

Searches of Multiple Student Lockers/Desks:

All student lockers and desks are the property of the district. The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

Accountability Measures

Students who violate district or school rules and regulations may be subject to accountability measures including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

MVLA Board Policy 5144 describes standards for discipline and provides administrative guidance for the consequences of misconduct:

The Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior. The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

- a. In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.
- b. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed.
- c. School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal.
- d. Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations.

- e. The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan.
- f. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.
- g. Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.
- h. The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.
- i. District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.
- j. At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.
- k. Additional Board Policies which describe overarching discipline standards for specific areas of concern are listed below. Violation of these items will result in student referral to campus administration at the minimum and may lead to suspension or expulsion. These include:
 - i. Gang prevention: restrictions on student behavior, gestures, apparel or paraphernalia indicative of gang affiliation. MVLA Board Policy 5136
 - ii. Weapons; prohibition of any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms or dangerous instruments of any kind in school buildings, on school grounds or buses, or at school-related or school-sponsored activities away from school, or while going to or coming from school. MVLA Board Policy 5131.7

viii. Procedures to Prepare for Active Shooters or Other Armed Assailants

Ensuring student and staff safety during an active shooter or armed assailant incident requires preparation, clear protocols, and regular training. The following outlines the specific measures and actions our school has implemented to prevent incidents, respond effectively in emergencies, and support recovery efforts:

A. Building Security

The school regularly checks exterior doors, windows, and access points to maintain security. All classroom windows are equipped with coverings to block visibility into the space when needed. Electronic locks, video surveillance, and visitor check-in systems actively monitor and control building access.

B. Training and Drills

Emergency response information is presented to staff annually.

The school conducts an annual low-intensity lockdown drill followed by a site safety team debrief meeting to identify and address any concerns. This drill is conducted with support from local law enforcement.

C. Law Enforcement Collaboration

Local law enforcement collaborates with the school to update crisis response protocols and documentation. They provide staff training on responding to Code Red (active threat) situation and receive campus tours, updated maps, and keys to ensure they can quickly access all areas of campus in the event of an emergency.

D. Communication Systems

All classrooms are equipped with phones and have the emergency. ParentSquare, our online communication platform, is used by the administrators to send real-time alerts to students, staff, and parents during campus incidents where immediate communication is essential.

E. Emergency Supplies

All classrooms have supplies needed in the event of a prolonged emergency, including food, water, and portable toilet.

ix. Hate Crime Reporting Procedures and Policies

Board Policy (BP) 5145.9 addresses hate-motivated behavior in schools, aiming to foster a safe, respectful, and inclusive learning environment. The policy outlines measures to prevent, address, and respond to behaviors motivated by hostility toward a person's personal or cultural characteristics

The Board of Trustees is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, they shall also contact law enforcement.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

x. Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying is unwanted, harmful behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition of a deliberate act.

MVLA recognizes the harmful effects of bullying on student well-being, student learning and school attendance and works towards providing a safe school environment that protects all students from physical and emotional harm. No student or group of students shall, through physical, written, verbal or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against another student, group of students or school personnel.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures.

Cyberbullying involves sending hateful messages, spreading rumors online, sharing embarrassing content, or creating fake profiles. It also includes hacking accounts or impersonating someone to harm their reputation.

Social/relational bullying involves actions that damage a person's reputation or relationships, such as intentionally excluding someone from activities, encouraging others to avoid them, spreading rumors, or publicly humiliating them.

Verbal bullying involves using words to harm others, including teasing, name-calling, inappropriate sexual remarks, taunting, or making threats of harm.

Measures to Prevent Bullying

In compliance with ED Section 32283.5, MVLA makes available the California Department of Education's online training resources to address and prevent bullying and cyberbullying to certificated staff and all other school site employees who have regular interaction with pupils.

The Superintendent or designee shall also implement alternate measures to prevent bullying in district schools which may include, but are not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate.
2. Providing to students, through the student handbook and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously.
4. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so.
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Reporting and Investigation of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within one business day of receiving such a report, staff members must notify the principal of the report, whether or not a uniform complaint (see below) is filed.

All reports of bullying are investigated. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying. When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

The alleged perpetrator and victims's parents/guardians notified of the steps taken to address the matter. Students and/or their parent/guardian are also advised of their right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, mental health clinician, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

xi. Opioid Prevention and Life-Saving Response Procedures

Background

According to the Centers for Disease Control and Prevention (CDC), more than 107,000 Americans died from a drug overdose in 2021, an increase of nearly 15 percent from the 93,655 deaths recorded in 2020. Of these deaths, it is estimated that 80,590, or 75 percent, involved at least one opioid, and 71,450 (66.5 percent) involved synthetic opioids, primarily illicitly manufactured fentanyl in some form. Some deaths were attributed to fentanyl mixed with other illicit drugs like cocaine, methamphetamine, and heroin, with many users completely unaware that they were taking fentanyl. Only two milligrams of fentanyl (the size of a grain of sand) is considered a potentially lethal dose, with elevated risk for someone who has not developed a tolerance to opioids.

Understanding and Recognizing Opioid Overdoses

According to the CDC, an overdose occurs when excessive amounts of a drug are taken, causing poisoning or injury to the body. Overdoses can be fatal or nonfatal. In the case of an opioid overdose, the presence of a large amount of opioids, or a combination of opioids and other drugs, can lead to unresponsiveness and severely suppressed or inadequate breathing.

In order to determine if the individual is experiencing an overdose, the most important things to consider are presence of breathing and responsiveness to stimulation.

Steps To Take In The Event of an Overdose

If an individual does not respond to stimulation:

1. Call 911 to get help
2. Administer Naloxone
3. Perform CPR and give two (2) rescue breaths to provide oxygen
4. Continue to provide CPR if breathing has not resumed
5. If two (2) minutes have passed with little or no response, administer an additional dose of Naloxone in the opposite nostril

Repeat steps 3 through 5 until the person is conscious and/or breathing or until first responders arrive.

LAHS Opioid Crisis Response and Prevention Measures

In accordance with California Senate Bill 10, LAHS is committed to addressing the opioid crisis, including the risks associated with fentanyl, by implementing prevention and life-saving response measures. As part of our Comprehensive School Safety Plan, the following steps are in place:

1. Staff Training

Staff members are provided with information on how to recognize the signs of an opioid overdose and respond effectively, including the use of naloxone (Narcan).

2. Student Education

In compliance with Assembly Bill AB 2429, LAHS's required health course teaches high school students about the risks associated with fentanyl.

An optional ACT session is held to teach students about the risks of synthetic drugs and how to administer Naloxone. There will be three opportunities during the year.

3. Naloxone Availability

Naloxone supplies are stored in clearly identified and accessible locations on campus (including in every AED case). All trained staff have been informed of these locations and are equipped to use naloxone in the event of an opioid overdose. The locations on campus include:

- Health office
- Athletic Director's Office
- Carried by both campus security liaisons
- Athletic Trainers Office
- Library
- Classroom of each department coordinator

Narcan in all the above locations checked annually to ensure it is not expired and replaced as-needed.

4. Required Notification

In compliance with Assembly Bill 889, the school has information posted on its website regarding the dangers of synthetic drugs like fentanyl when not prescribed by a physician.

xii. Response Procedures for Dangerous, Violent, or Unlawful Activities

LAHS prioritizes the safety of students, staff, and visitors by ensuring quick and coordinated responses to dangerous, violent, or unlawful activities. In accordance with SB 671, the school has in place the following procedures for responding. Depending on the nature of the incident, staff will take the following actions:

1. Immediate Reporting

Students notify a staff member or adult immediately.

Adults report to the front office or administrator without delay.

2. Administrative Actions

Law enforcement and emergency services are contacted immediately via 911 for imminent threats.

The administrator or designee assesses the threat and determines the appropriate emergency protocol, such as:

- Lockdown
- Code Red
- Evacuation of the building -or- campus

Ensure the safety and accounting of all individuals.

Provide medical assistance if needed.

3. Law Enforcement Coordination

Await emergency responders who will assume incident command

Follow instructions from responders to ensure the safety of all individuals.

4. Threat-Specific Responses

For armed assaults, initiate lockdown, code red, or other protective measures based on the situation.

For bomb threats, work with law enforcement to assess the threat and decide on evacuation or other actions.

For criminal incidents, contact law enforcement via the non-emergency dispatch number for non-violent situations. Call 911 for imminent threats.

5. Communication

Notify the district office for support and coordination.

Communicate with families and staff as soon as it is safe and practical.

6. Post-Incident Procedures:

Offer counseling to students and staff and review the response to improve future preparedness

5. School Safety Plan Appendices

A. Notice Regarding Protected Information

This Comprehensive School Safety Plan is a public document to be available for review in the district office at any time during regular business hours, as mandated by Education Code 32282 (e). However, some appendices within this section may include proprietary information that shall not be released to the general public including personal contact information for staff members, detailed security procedures for campus crisis response and campus vulnerability assessment information.

As protected under Education Code Section 32281, the California Public Records Act (Government Code 6254 parts c and aa) and/or prescribed by MVLA Administrative Regulation 1340, the following items will be identified as “Confidential”, reviewed only in a closed session of the MVLA Board of Trustees and withheld from public release of the Comprehensive District Safety Plan:

-Crisis Response Information: Any appendices containing detailed crisis response information that, if disclosed, would undermine the safety of students by revealing strategies such as critical communication systems, crisis response facilities (e.g., command posts, staging areas), and supplies storage.

-Personnel Information: Any appendices containing personnel information, the disclosure of which would constitute an unwarranted invasion of personal privacy. (Protected information is further detailed in GC 6254.3.)

-Vulnerability Assessments: Any appendices prepared to assess district or school site vulnerabilities to terrorist acts or other criminal activities intended to disrupt student instruction or safety.

C. Emergency Contact Numbers

Name	Position	Cell Number
Tracey Runeare	LAHS Principal	
Nicolas Betancur	LAHS Asst Principal	
Kristin Castillo	LAHS Asst Principal	
Derek Miyahara	LAHS Asst Principal	
Fabian Morales	LAHS Asst Principal	
Bernardo Macedo	Facilities Coordinator	
Julie Corzine Seth Tasman	Student Conduct Liaisons	
Mary Donahue	Office Manager	
Jeanine Seagraves	Sr. Staff Secretary	
Georgina Davila	Sr. Staff Secretary	
Julie McVay	Lab Technician	
Ronnie Garcia	IT	
Eileen Yen	Attendance Clerk	

C. Safety Plan Review, Evaluation and Amendment Procedures

The Mountain View Los Altos High School District comprehensive safety plan will be reviewed, evaluated, and amended (if necessary) annually in November, as required by Education Code Section 35294.6(a). This plan is adopted during a regular meeting of the Board of Trustees, as referenced on the cover page of the plan. Prior to adoption, an opportunity for public comment is provided during the meeting.

An updated file containing all safety-related plans and materials is available for public inspection at the MVLA District Office. Documentation of the meeting—including the agenda, minutes, and any materials presented—will be maintained with the plan.

Activity (i.e. review steps, meetings conducted, approvals, etc)	Date
Review, Discussion and Input of Draft Goals for Safety Plan LAHS Site Council Nicolas Betancur & Tracey Runeare	August 5, 2024
Review of safety plan goals and updated evacuation plans. Nicolas Betancur & Tracey Runeare	January 6, 2025
Approval of Safety Plan by LAHS Site Council	January 14, 2025
Review of LAHS Safety Plan by MVLA UHSD Board of Trustees	March 2025

D. Los Altos High School Incident Command System

Standardized Emergency Management System/ Incident Command System Overview

The California Standardized Emergency Management System (SEMS) uses the Incident Command System (ICS) 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.

ICS consists of five functions:

1. 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.

2. 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.

3. Operations

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

The Operations Chief supervises five teams: First Aid and Student Health, Student Evacuation Transportation, Critical Incident Stress Response, Parent Coordination and Reunification and Student Accountability.

4. Logistics

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

5. 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.

A. Incident Command Team Responsibilities

School Incident Commander	Tracey Runeare	<i>Responsible for overall management of the incident. Coordinates with external agencies (e.g., law enforcement, fire department).</i>
Public Information Officer (PIO)	Tracey Runeare/ Eric Volta	<i>Communicates with parents, media, and the community. Provides accurate and timely updates.</i>
Liaison Officer	Tracey Runeare	<i>Acts as the point of contact for external agencies, such as police, fire, and EMS</i>
Operations Chief	Tracey Runeare	<i>Oversees all emergency response actions, including first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, student release.</i>
Planning Chief	Nicolas Betancur	<i>Gathers, evaluates, documents, and reports emergency information to the Incident Commander.</i>
Safety Officer	Nicolas Betancur	<i>Responsible for ensuring the safety of all personnel involved in an incident. This includes preventing injuries, accidents, and hazards during the response.</i>
Logistics Coordinator	Jeanine Seagaves	<i>Responsible for ensuring school has the resources and services needed for an emergency response (e.g., supplies, equipment, facilities, and personnel).</i>
Finance/Administration Coordinator	Mary Donahue	<i>Handles procurement of supplies related to emergency response & tracks expenses</i>
Medical & Mental Health First Aid Coordinator	Fabian Morales Medina	<i>Oversees triage/first aid. Coordinates therapist involvement at the triage area.</i>
Evacuation Site Leaders	Kristin Castillo Derek Miyahara	<i>Oversees roll call at evacuation site</i>
Evacuation Site Support	Jeanine Seagraves	<i>Supports APs at evacuation site. Ensures student roll calls are completed in a timely manner.</i>
Planning Section Chief	Mary Donahue Georgina Davila	<i>Maintains the situation status board and the Incident Action Plan</i>
Search & Rescue	Julie Corzine Seth Tasman Christain Sabin Martin Acosta Ronnie Garcia Lina Padilla Jose Salazar Michelle Noeth Christina Sabin Liliana Campos Guadalupe Garcia	<i>Check campus for injured/trapped students</i>
Student Release to EMT	Mary Donahue	<i>Releases students following district guidelines</i>
Reunification Coordinators	Georgina Davila & Eileen Yen	<i>Manages the process of reuniting students with their families post-incident following district guidelines</i>
Site Check / Facilities Check Lead	Bernardo Macedo	<i>Prior to an emergency assesses buildings and IDs hazards. During emergency checks facilities if necessary, assesses damages, and identifies hazards.</i>

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6. Emergency Response Guidelines

A. 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 18 different types of emergencies are listed in the following section.

B. STEP TWO: IDENTIFY THE LEVEL OF EMERGENCY

Assess the severity of the emergency. School emergencies are classified into three levels:

1. **Level 1 Emergency:** A minor incident manageable by school staff without external assistance, such as
 - a. Temporary power outage
 - b. Minor earthquake
 - c. Minor playground injury
2. **Level 2 Emergency:** A moderate incident requiring external support, such as:
 - a. Fire or moderate earthquake
 - b. Suspected hazardous material, e.g., “unknown white powder”
 - c. Suspected act of terrorism
3. **Level 3 Emergency:** A major incident requiring significant external support, such as:
 - a. Major earthquake
 - b. Civil disturbance
 - c. Large-scale act of terrorism

Note: Response times for Level 3 emergencies may be delayed due to the scope of the incident.

C. STEP THREE: DETERMINE THE IMMEDIATE RESPONSE ACTION

Once the type and severity of the emergency are identified, select the most appropriate response action. Common immediate actions include:

1. **Stop, Drop and Hold:** Implemented in response to an earthquake. Take cover under sturdy furniture until the danger passes.
2. **Shelter in Place:** Implemented in response to environmental hazards. Close doors and windows indoors to isolate from outdoor hazards. Continue conducting class if possible. HVAC systems may be shut down if necessary.
3. **Lockdown:** Implemented in response to an unsafe situation off campus. Secure all doors, block windows, and continue conducting class as normal if it is safe to do so.
4. **Code Red:** Secure doors and windows, position students away from windows, and prepare to “Run, Hide, Defend” if necessary.
5. **Evacuate Building:** Evacuate students and staff to the designated outdoor assembly areas if it is unsafe to remain indoors.

6. **Evacuate Campus:** Relocate to an off-site assembly areas (Egan Middle School and/or Los Altos Community Center) if remaining on campus is unsafe.
7. **All Clear:** Resume normal operations when the danger has passed.

D. STEP FOUR: COMMUNICATE THE APPROPRIATE RESPONSE ACTION

Once the type of *immediate response action* is determined, the incident commander must inform the site's staff which response action to take. The most appropriate method of communication depends on the response action selected:

1. Stop, Drop and Hold

Use the PA system to direct everyone to take cover immediately.

Make the announcement even if the immediate crisis has passed to ensure all are in a safe position.

2. Shelter-in-Place

Use the school-wide communication systems (PA system & ParentSquare) to instruct students and staff to remain indoors until further notice.

Inform them if HVAC systems have been disabled.

3. Lock Down

Use the school-wide communication systems (including ParentSquare) to direct staff to lock all exterior doors, close and cover windows, and ensure students remain in the classroom.

4. Code Red

Use the school-wide communication systems (PA system & ParentSquare) to direct staff to lock all exterior doors, close and cover windows, create barriers, keep students away from windows, and ensure students remain in the classroom.

State the "Run, Hide, Defend" instructions.

4. Evacuate Building

Activate the fire alarm to signal evacuation to the designated outdoor assembly area.

5. Evacuate Campus

Activate the fire alarm to gather everyone at the outdoor assembly area.

Once assembled, use school-wide communication systems (PA system & ParentSquare) system to announce relocation procedures and provide further instructions.

6. All Clear

Activate the fire alarm to gather everyone at the outdoor assembly area.

Once assembled, use a bullhorn to announce relocation procedures and provide further instructions.

7. Types of Emergencies & Specific Procedures

A. AIRCRAFT CRASH

This procedure should be implemented when an aircraft crash, or the threat of one, occurs near or on school property, posing risks such as explosion, chemical spills, or utility interruptions. In such events, the administrator or designee must:

Assess the Situation

Contact emergency services (911) immediately and report the incident.

Evaluate the size of the aircraft, the nature of the crash, and its proximity to the school.
Identify potential hazards resulting from the crash, such as:

- Explosion risks.
- Chemical or fuel spills.
- Utility interruptions (e.g., power outages, gas line damage).

Take Protective Actions

Stop, Drop, and Hold: Use if there is an imminent threat of explosion or debris impacting the school.

Shelter-in-Place: Activate if external hazards, such as smoke, chemical spills, or fuel vapors, make it unsafe to evacuate. Ensure windows, doors, and ventilation systems are secured.

Evacuate Building: Execute if specific buildings are directly affected by the crash or are at risk from fire, debris, or structural damage.

Evacuate Campus: Implement for large-scale risks that make remaining on-site unsafe, such as significant chemical contamination or fire spread.

Communicate Status

Use the school-wide communication systems (PA system and ParentSquare) to issue clear instructions to staff and students.

Keep staff, students, and parents informed as the situation develops and emergency personnel provide updates.

Post-Incident Follow-Up

Collaborate with emergency personnel to inspect the campus and assess structural and environmental safety before resuming normal activities.

Address any utility interruptions or damage to ensure a safe return to operations.

Provide counseling or support resources for students and staff affected by the incident

B. ANIMAL DISTURBANCE

This procedure should be implemented when the presence of a coyote, mountain lion, or any other animal threatens the safety of students and staff. In such events, the administrator or designee must:

Assess the Situation

Identify the type of animal and its location on or near the school grounds.

Determine the immediate threat to students and staff, such as proximity to populated areas or aggressive behavior.

Contact local animal control or emergency services (911) for assistance in managing the situation.

Take Protective Actions

Shelter-in-Place: Activate if the animal is near school grounds but does not pose an immediate risk to individuals inside buildings. Ensure all doors and windows are secured, and outdoor movement is restricted.

Evacuate Building: Execute if the animal has entered a building or its proximity poses an immediate danger to those inside. Direct individuals to move to a safe area away from the threat.

Communicate Status

Use the school-wide communication systems (PA system and ParentSquare) to issue clear instructions to staff and students, emphasizing the importance of staying indoors or following evacuation orders.

Keep staff and students updated about the situation as it develops, including when it is safe to resume normal activities.

Post-Incident Follow-Up

Work with animal control or emergency personnel to ensure the animal is safely removed and that the campus is secure.

Inspect outdoor areas for any remaining hazards before allowing students and staff to resume outdoor activities.

Provide counseling or support to students or staff who may have been affected by the incident.

C. ARMED ASSAULT ON CAMPUS

This involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful item. The administrator or designee will decide the appropriate response, which may include Shelter-in-Place, Lock Down and the Run, Hide, Defend protocol, Evacuate Building, or Evacuate Campus.

D. BIOLOGICAL OR CHEMICAL RELEASE

This procedure applies to incidents involving the release of a biological or chemical substance in a solid, liquid, or gaseous state, as well as the release of radioactive materials. Such incidents may include:

- Discharge of hazardous substances, such as acid in a school laboratory.
- Overturned vehicles transporting hazardous materials near the school.
- Explosions or leaks at nearby oil refineries or chemical plants.

Indicators of a biological or chemical release may include:

- Multiple individuals experiencing symptoms such as watery eyes, twitching, choking, loss of coordination, or difficulty breathing.
- Presence of distressed animals or dead birds in or near the affected area.

In such events, the administrator or designee must:

Assess the Situation

Contact emergency services (911) and provide a detailed report of the situation, including the type of substance (if known) and the symptoms being observed.

Identify the source and scope of the biological or chemical release, if it is safe to do so.

Observe and document any symptoms exhibited by affected individuals or environmental indicators (e.g., distressed animals, unusual odors).

Take Protective Actions

Shelter-in-Place:

Activate if the release poses an external threat and evacuation would increase exposure risks.

Secure all doors and windows, turn off HVAC systems, and seal gaps to minimize exposure to outside air.

Evacuate Building:

Initiate if the substance is contained to a specific area within the school and evacuation to a safe location can be performed without increasing exposure risks.

Decontaminate Affected Individuals:

If safe and directed by emergency personnel, isolate and decontaminate individuals exposed to the substance to prevent further spread.

Communicate Effectively

Use the school-wide communication systems to provide clear instructions to staff and students, such as initiating Shelter-in-Place or Evacuation.

Notify parents/guardians through the district's mass communication system and website, informing them of the incident and any safety measures being taken.

Follow guidance from emergency responders when disseminating information to the media.

Post-Incident Follow-Up

Collaborate with emergency personnel to assess when it is safe to resume school operations and ensure the affected area is thoroughly cleaned and decontaminated.

Provide counseling and support to students and staff impacted by the incident.

Conduct a review of the incident to evaluate the response and update emergency protocols as needed.

E. BOMB THREAT / THREAT OF VIOLENCE

This procedure applies when a suspicious package is discovered on campus grounds or when a threatening phone call is received that may involve the risk of an explosion. In such events, the administrator or designee must:

Assess the Situation

Suspicious Package:

Identify the location and appearance of the package, and ensure the area is evacuated without touching or moving the item.

Contact 911 immediately and provide detailed information about the package and its location.

Threatening Phone Call:

The person receiving the call should:

Attempt to keep the caller on the line as long as possible.

Discreetly alert another staff member to call 911 while the call is ongoing.

Take Protective Actions

In coordination with law enforcement, the administrator or designee will implement one or more of the following actions:

Stop, Drop, and Hold: If an imminent explosion is likely, instruct everyone to take immediate protective measures.

Lock Down: Activate to secure all individuals inside buildings if the threat is external or if evacuation poses greater risks.

Evacuation: Evacuate specific buildings or the entire campus, using pre-determined evacuation routes and ensuring individuals move to a safe distance away from the threat.

Communicate Status

The school-wide communication systems should be used to issue clear instructions to staff and students, including any necessary protective actions such as Lock Down or Evacuation orders.

Parents and guardians should be notified through the district's mass communication system and website, providing updates on the situation and ensuring their children's safety.

Coordination with law enforcement should guide any release of information to the media.

Post-Incident Follow-Up

After the incident, the administrator or designee will wait for law enforcement and emergency personnel to declare the area safe before resuming normal activities.

A review of the incident should be conducted with staff and law enforcement to identify strengths and areas for improvement in the response.

Counseling and support should be provided to students and staff impacted by the incident.

F. DISORDERLY CONDUCT

This procedure applies when a student or staff member exhibits threatening or irrational behavior without the presence of a weapon. In such events, the administrator or designee must:

Assess the Situation

Identify the individual involved and the nature of their behavior, including whether it poses an immediate danger to others or themselves.

Determine the appropriate level of response based on the severity of the behavior.

Take Protective Actions

Contact Law Enforcement or Emergency Personnel:

Call 911 if the individual becomes physically aggressive or poses an imminent threat to safety.

De-Escalation:

Attempt to calmly communicate with the individual to understand their concerns and de-escalate the situation, if it is safe to do so.

Activate Emergency Protocols:

Shelter-in-Place: Initiate if the individual's behavior is contained but poses a potential risk.

Lock Down: Use if the behavior escalates and requires restricting movement to ensure safety.

Evacuate Building or Campus: Implement if the situation cannot be contained safely within the affected area.

Communicate Effectively

Use the school-wide communication systems to inform staff and students of any protective actions being taken, such as Shelter-in-Place or Lock Down, without escalating the situation.

Notify parents/guardians through the district's mass communication system if the situation affects school operations or student safety.

Post-Incident Follow-Up

Work with law enforcement or crisis response teams to assess the situation and determine any further actions required.

Provide counseling and support to affected students, staff, or the individual involved.

Debrief with staff to review the incident, evaluate the effectiveness of the response, and adjust protocols as needed.

G. EARTHQUAKE

This procedure applies to earthquakes, which occur without warning and may cause ground shaking, structural damage, and injuries from falling objects or debris. The initial quake may be followed by aftershocks, increasing the risk of further damage and danger.

Assess the Situation

Evaluate the severity of the earthquake and identify any immediate threats to the safety of students and staff, such as building damage, fire, or hazardous materials.

Conduct a visual inspection of campus buildings and facilities, if it is safe to do so, to assess structural damage or other hazards.

Contact emergency services (911) if injuries, fires, or other emergencies arise as a result of the earthquake.

Take Protective Actions

During the earthquake, instruct students and staff to:

Stop, Drop, and Hold: Take cover under sturdy furniture, in a doorway, or against an inside wall, away from windows, unsecured items, or heavy furniture.

Remain in their protective position until shaking stops and it is safe to move.

After the earthquake, the administrator or designee may:

Initiate a building evacuation if there are structural concerns or other safety risks inside.

Implement a campus evacuation if damage or hazards make the campus unsafe.

Guide staff and students to designated evacuation areas, ensuring they are clear of overhead hazards such as power lines or falling debris.

Communicate Effectively

Use the school-wide communication systems to issue clear instructions during and after the earthquake, such as when to initiate Stop, Drop, and Hold or evacuate.

Notify parents and guardians through the district's mass communication system and website about the earthquake and any steps being taken to ensure student safety.

Provide regular updates as the situation evolves and ensure clear guidance is given about pick-up or reunification procedures, if necessary.

Post-Incident Follow-Up

Wait for emergency personnel to assess and declare the campus safe before allowing re-entry to buildings or resuming normal operations.

Review the incident with staff to evaluate the effectiveness of the response and identify areas for improvement in earthquake preparedness.

Provide counseling and support to students and staff who may be impacted emotionally or psychologically by the event.

Collaborate with district staff to repair any damages and restock emergency supplies, if necessary.

H. EXPLOSION OR RISK OF EXPLOSION

This procedure addresses incidents involving explosions or their risks, including:

1. Explosions occurring on school property
2. Risks of explosions on school property (e.g., gas leaks or chemical spills)
3. Explosions or risks near the school that may impact safety
4. Nuclear explosions involving radioactive materials

In such events, the administrator or designee must:

Assess the Situation

Identify the type and location of the explosion.

Contact emergency services immediately (911).

Determine the safest course of action based on proximity and type of threat (e.g., fire, debris, etc.)

Take Protective Actions

Stop, Drop, and Hold: Use for imminent physical threats, such as shockwaves or flying debris.

Shelter-in-Place: Activate when external hazards, such as airborne contaminants, are present. Ensure doors, windows, and ventilation systems are secured.

Evacuate Building: Execute if a building is unsafe due to structural damage or proximity to the blast.

Evacuate Campus: Use for large-scale dangers where remaining on-site poses significant risks.

Communicate Status

Use the school-wide communication systems (PA system & ParentSquare) to issue clear instructions.

Keep staff, students, and emergency responders informed throughout the incident.

Post-Incident Follow-Up

Conduct safety checks with emergency personnel before resuming normal activities.

Provide counseling resources for students and staff as needed.

I. FIRE IN SURROUNDING AREA

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated In such events, the administrator or designee must:

Assess the Situation

Identify the location, size, and spread of the fire.

Contact the local fire department (911) immediately to report the fire.

Evaluate the proximity of the fire to school property and determine potential risks (e.g., smoke, flames, structural hazards).

Take Protective Actions

Shelter-in-Place: Activate if the fire is unlikely to reach school property but may pose risks such as smoke or airborne debris. Ensure doors, windows, and ventilation systems are secured.

Lock Down: Use if conditions require keeping individuals indoors and movement needs to be restricted.

Evacuate Building: Execute if specific buildings are at risk from flames, heat, or smoke.

Evacuate Campus: Implement if the fire poses a direct, large-scale threat to the entire school property.

Communicate Status

Use the school's public address system and ParentSquare to issue clear instructions to staff and students.

Provide updates to parents, staff, and emergency responders as the situation evolves.

Post-Incident Follow-Up

Conduct safety inspections with fire department personnel before resuming normal activities.

Offer counseling or support resources for anyone affected by the incident.

J. FIRE ON SCHOOL GROUNDS

This procedure applies when a fire poses a direct threat to the safety of students and staff. In such events, the administrator or designee must:

Assess the Situation

Act quickly to identify the location and severity of the fire.

Determine if the fire can be managed by staff or if immediate assistance from the fire department is required.

Close all doors leading to the fire to help contain it, and ensure no one re-enters the area to retrieve belongings.

Take Protective Actions

Notify Emergency Services

Call 911 for fire department assistance if the fire is beyond the control of school personnel.

Even if extinguished by staff, notify the fire department to confirm the situation is under control.

Evacuate Building:

Immediately initiate evacuation using primary or alternate routes, ensuring everyone moves a safe distance away from the fire and firefighting equipment.

If smoke is present, instruct students and staff to:

Crawl along the floor near walls to aid breathing and navigation.

Check for heat before opening doors by placing a hand an inch from the door near the top, and be prepared to close the door immediately if fire or smoke is detected.

Communicate Effectively

Use the school-wide communication systems to announce the evacuation and provide clear instructions to staff and students.

Keep parents/guardians informed through the district's mass communication system and website, ensuring they understand the situation and know their children are safe.

Post-Incident Follow-Up

Wait for the fire department to declare the area safe before permitting re-entry.

Work with emergency personnel to inspect the affected area and address any damage.

Provide counseling or support resources to students and staff affected by the incident.

Review the incident and update fire response procedures if necessary to improve future preparedness.

K. FLOODING

This applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam. In such events, the administrator or designee must:

Assess the Situation

Identify the source and extent of the flooding (e.g., stormwater, burst pipes, or dam failure).

Contact local authorities or emergency services (911) to report the flooding and gather information about the potential impact.

Evaluate the severity of the threat, including the risk to buildings, infrastructure, and the safety of staff and students.

Take Protective Actions

Shelter-in-Place: Activate if flooding is external but does not immediately threaten the safety of those inside. Ensure students and staff stay in secure locations above ground level, if possible.

Evacuate Building: Execute if specific buildings are compromised by rising water or structural damage.

Evacuate Campus: Implement if flooding poses a widespread, immediate danger to the entire school property.

Communicate Status

Use the school-wide communication systems (PA system and ParentSquare) to issue clear, calm instructions to staff and students.

Keep staff, students, and parents informed about the situation and planned responses.

Coordinate updates with emergency personnel to ensure timely and accurate information.

Post-Incident Follow-Up

Conduct safety inspections with local authorities or emergency personnel to assess structural integrity and determine when it is safe to resume normal activities.

Ensure any damaged areas are repaired or secured before reopening.

Offer counseling or support resources for students and staff affected by the incident.

L. Loss or Failure of Utilities

This addresses situations involving the loss of water, power, or other utility on campus. Schools can remain open and operational even with a power outage for periods of time if relative conditions are cooperative, in particular if conditions are optimal and necessary accommodations can be made for child nutrition and student safety. For example, if the weather is moderate and heating or air conditioning is not essential, we can continue without power.

Our school has emergency materials and supplies including water, snacks, and first aid kits on site that can be used if needed. We have back-up communication systems that allow principals and District staff to receive and send emergency information.

In the event of a school closure due to a power outage, we will notify students, families, and staff with as much advance notice as possible using our mass communications system as well as posting on our website. It is important that MVLA has current parent, guardian, and emergency contact information in our student information system so that you can be notified. Please contact your school's office to update your contact information if it has changed.

Please note, power outages may not impact all schools within our district at the same time. In this case, only the schools with power outages will be closed.

General Procedures in a Power Outage

1. Unless otherwise specified by the district superintendent, the campus shall remain open during regular hours and, if safe to do so, classes/work shall operate as normal. It is the expectation that all staff remain on-site until otherwise directed.
2. All persons shall avoid unnecessary movement throughout the campus and buildings to avoid injury resulting from slips, trips, or falls. During regular business hours, there is typically sufficient natural light to safely remain in place for a period of time.
3. Each campus shall assess where staff and students shall relocate to if they are in an area such as the theater with no natural light.
4. The campus maintains a stock of essential supplies to prepare for an extended power outage. These supplies include flashlights and extra batteries. As part of regular campus inspections, these items and their batteries are checked to ensure they are present and in good working condition.
5. School phones require power and an internet connection. In the event of a power outage or disruption, the principal/site supervisor and staff will use alternate forms of communication that do not depend on power, such as cell phones or two-way radios.
6. Use the school-wide communication systems, including the ParentSquare and website, to inform parents/guardians that the phones are not operational. Clearly communicate end-of-day procedures to ensure the safe departure of students.

M. MOTOR VEHICLE CRASH

This procedure outlines the steps to address a motor vehicle crash occurring on or immediately adjacent to school property. Depending on the severity of the incident, the administrator or designee will:

Assess the Situation

Contact emergency services (911) immediately to report the crash and any visible hazards.

Determine the proximity of the crash to buildings or populated areas.

Identify risks such as fire, chemical exposure, or potential structural impact

Activate Emergency Protocols

Shelter-in-Place: Implement if the danger is external (e.g., fumes from a fuel spill) and evacuation poses a greater risk.

Evacuate Building: Execute if the crash threatens a specific structure.

Evacuate Campus: Initiate for large-scale risks, ensuring clear routes are communicated to staff and students.

Coordinate Communication

Use the school-wide communication systems (PA system & ParentSquare) to instruct staff and students.

Notify parents and guardians about the incident and actions being taken using ParentSquare.

Follow-Up

Work with first responders to manage the situation and assess when it is safe to resume normal activities.

Hold a debrief meeting with the site safety committee to evaluate the school's response

N. PSYCHOLOGICAL TRAUMA

When an administrator feels that there has been an event that causes a significant psychological impact on students and/or staff, such as:

- Acts of violence.
- The death of a student or staff member.
- Natural disasters, such as earthquakes.
- Serious environmental issues.
- Ethnic or racial tensions.

They must take immediate action to ensure the safety and emotional well-being of all affected individuals. In such events, the administrator or designee must:

Assess the Situation

Evaluate the psychological and emotional impact of the event on students and staff.

Ensure the physical safety of all individuals before addressing psychological needs.

Coordinate Support Services

Collaborate with the site-level clinical team to provide immediate emotional and psychological support.

Contact the MVLA Wellness Coordinator at the district office to coordinate additional resources and crisis response efforts.

If appropriate, request the assistance of community-based support teams, such as mental health professionals.

Address Immediate Needs

Designate a safe, quiet space on campus where affected individuals can receive support.

Provide immediate counseling services for students and staff impacted by the event.

Communicate with staff to provide guidance on how to support students emotionally during this time.

Communicate Status

Use the school-wide communication systems to provide clear, age-appropriate information to students and staff about the event and the resources available.

Keep parents/guardians informed through Parentsquare and/or the website about the event, its impact, and the support being offered.

Manage interactions with the media in coordination with district leadership to protect the privacy of those involved.

Monitor and Support Long-Term Recovery

Recognize that events causing psychological trauma often result in temporary disruption of regular school functions and routines, significant interference with the ability to focus on learning, and physical or psychological injury to those affected.

Monitor students and staff for delayed reactions, such as heightened anxiety, withdrawal, or behavioral changes.

Continue providing counseling and mental health resources as needed.

Hold debrief sessions with staff and crisis response teams to evaluate the effectiveness of the response and identify areas for improvement.

O. 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. In such events, the administrator or designee must:

Assess the Situation

Identify potential evidence of contamination, such as:

- Tampering with food packaging.

- Suspicious individuals near food or water supplies.

- Notification of possible contamination by district staff or local agencies.

- Look for indicators of contamination, such as unusual odor, color, taste, or multiple individuals reporting unexplained nausea, vomiting, or other illnesses.

Take Protective Actions

Isolate Suspected Contaminated Sources

- Immediately isolate the suspected food or water to prevent consumption.

- Restrict access to the area containing the potentially contaminated materials.

Notify Authorities

- Contact the district safety coordinator and report the issue.

- Notify local law enforcement if there is evidence of intentional contamination.

Document and Support

- Compile a list of all potentially affected students and staff, including their symptoms.

- Provide this list to responding authorities for investigation and response.

Communicate Effectively

- Use the school's communication systems to inform staff and key site personnel about the issue without causing unnecessary alarm.

- Provide updates as directed by district staff or local agencies, ensuring transparency and maintaining order.

Post-Incident Follow-Up

- Work with district staff and local agencies to conduct a full assessment of the incident and ensure all contaminated food or water is removed safely.

- Implement preventive measures to reduce the risk of future incidents.

- Offer medical support or counseling resources to affected students and staff as needed.

- Hold a debrief meeting with the site safety committee to evaluate the school's response

P. TACTICAL RESPONSES TO CRIMINAL INCIDENTS

At Los Altos High School, we prioritize the safety of our students, visitors, and staff above all else. To ensure a safe environment, we are committed to a quick and coordinated response to any criminal incidents that may occur on campus. Our staff will follow these procedures to address such situations effectively:

Immediate Notification of Incidents

Students will promptly report any criminal incidents they witness or discover to a staff member or another adult on campus. Adults will immediately inform the front office about the incident.

Upon receiving notification of a criminal incident, the administrator or designated administrator will take one of the following actions:

Administrative Response to Incidents

Upon receiving notification of a criminal incident, the administrator or designated administrator will take one of the following actions:

For Existing or Imminent Threats:

Immediately call 911 and notify the district office. They will activate the appropriate emergency response procedure, such as a lockdown or secure school protocol

Await the arrival of emergency responders.

Once on-site, responders will assume incident command, and school staff will follow their instructions.

For Non-Imminent or Recent Criminal Incidents (During School Hours):

Contact the Los Altos or Mountain View Police Department through the non-emergency dispatch number and request in-person assistance.

Notify the district office and, if necessary, contact maintenance for facility repairs.

Coordinate with emergency responders upon their arrival to ensure the safety of students, personnel, and property.

For Criminal Incidents Outside School Hours (e.g., vandalism on weekends):

Notify the Los Altos or Mountain View Police Department using the non-emergency dispatch number to request assistance.

Inform the district office and maintenance if repairs are needed.

Follow instructions from the dispatch operator or law enforcement representative, which may include filing a criminal report via phone or an online system.

Q. UNLAWFUL DEMONSTRATION OR WALKOUT

An unlawful or unauthorized demonstration or walkout is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. Upon indication that an unauthorized demonstration or walkout is about to begin, personnel should immediately notify the administrator or designee. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany them. The administrator or designee should proceed in good judgment on the basis of police or other legal advice in taking action to resolve the situation.

R. UTILITIES ISSUES OTHER THAN POWER OUTAGES

This procedure applies to situations involving disruptions or failures in utilities other than power outages, such as water outages, gas leaks, or phone system failures. In such events, the administrator or designee must:

Assess the Situation

Identify the specific utility issue (e.g., water outage, gas leak, or phone system failure) and its impact on school operations.

Contact the appropriate utility provider and district facilities staff to report the issue and gather information about resolution timelines and safety concerns.

Takz Protective Actions

Shelter-in-Place: Activate if the utility issue poses no immediate danger but may disrupt normal activities (e.g., water outage).

Evacuate Building: Execute if a utility issue, such as a gas leak, makes a specific building unsafe.

Evacuate Campus: Implement if the utility issue poses a campus-wide safety risk, such as a major gas line rupture.

Communicate Effectively

Use the school-wide communication systems, including the district's mass communication system and website, to inform staff, students, and parents/guardians of the situation.

If phones are not operational, notify parents/guardians through alternate methods and communicate end-of-day procedures to ensure the safe departure of students.

Post-Incident Follow-Up

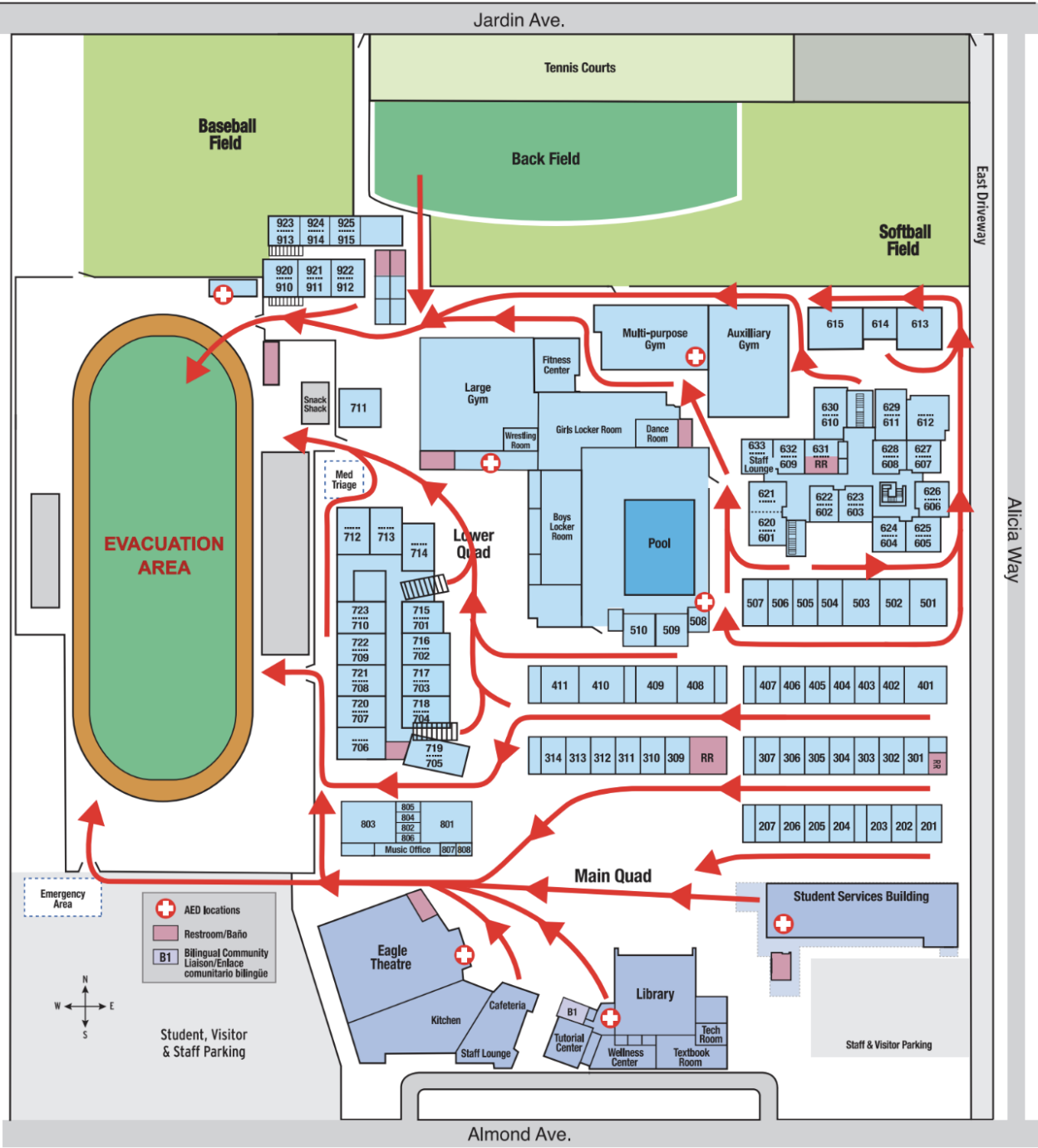
Work with utility providers and district staff to resolve the issue and ensure the campus is safe for normal operations.

Conduct inspections to confirm all systems are restored and functioning properly.

Provide counseling or support as needed for students and staff affected by the incident.

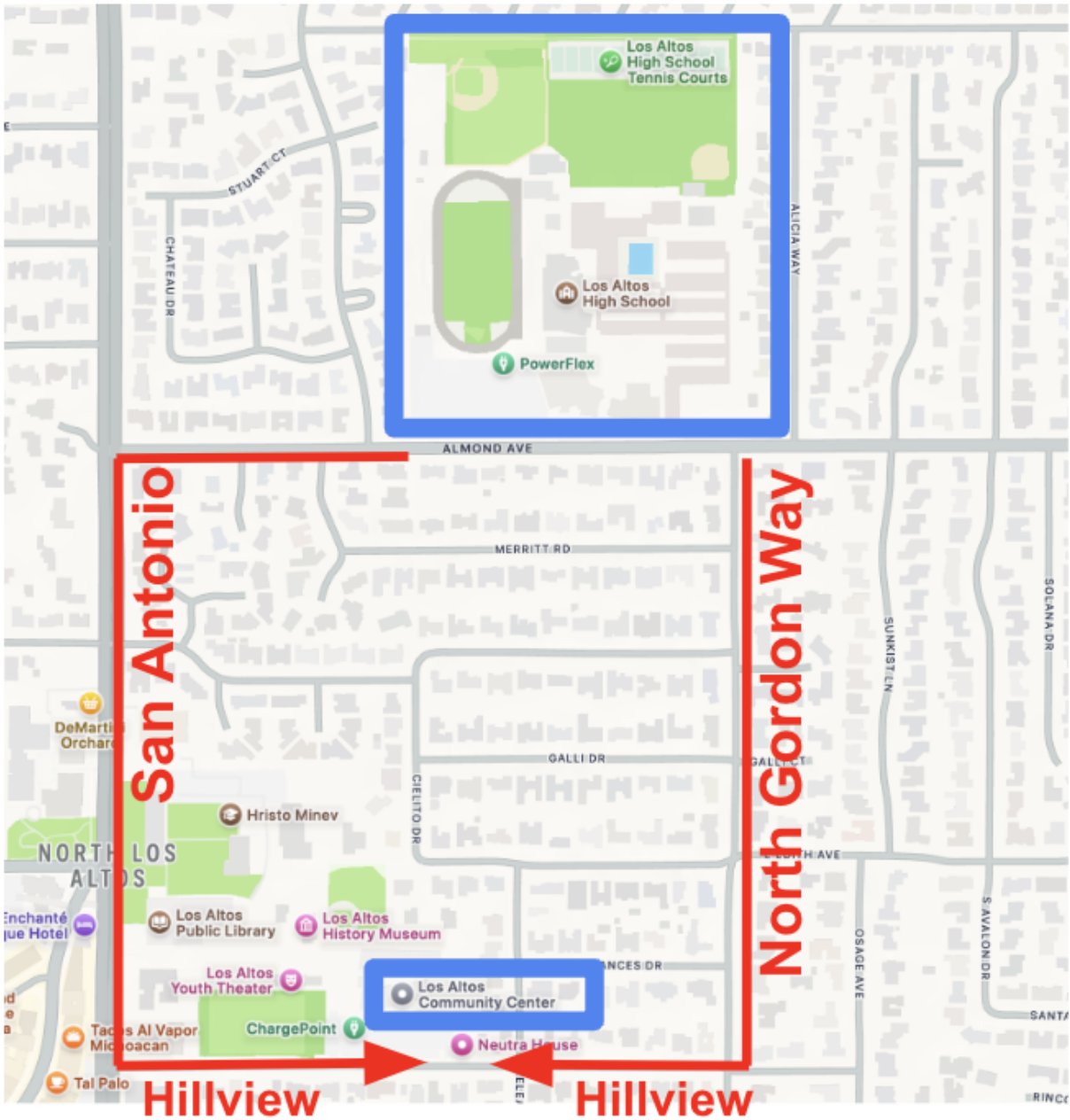
8. Emergency Evacuation Map

Map to Primary Evacuation Area



Map to Primary Alternate Evacuation Area

Map to Off-Campus Evacuation Area



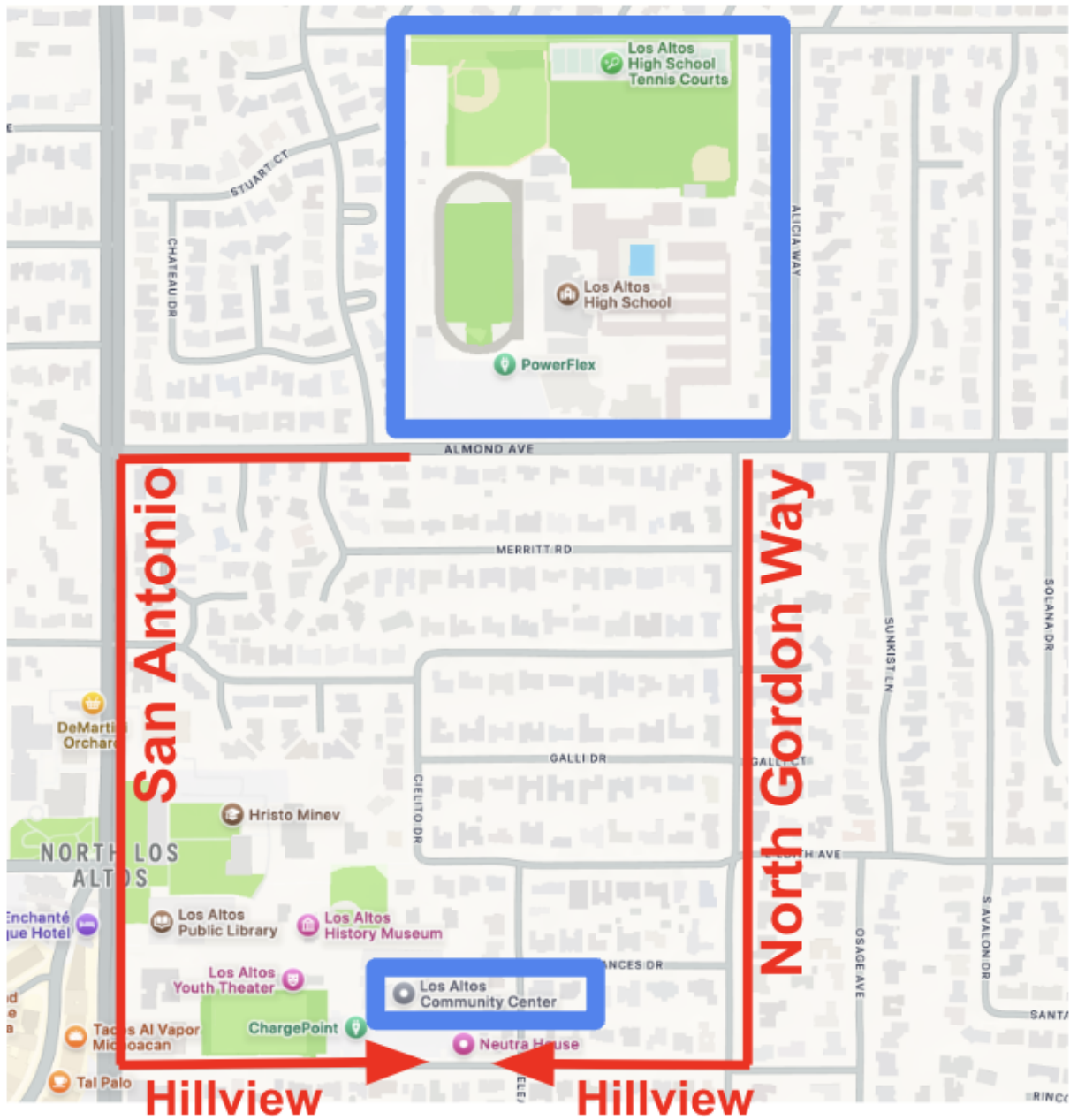
8. Appendices

Appendix A: On-Campus Evacuation Area Row Assignments by Classroom

Evacuation Row Assignments

End Line	Goal Line	20 YD Line	40 YD Line	20 YD Line	Goal Line	End Line
Teamie Parker	Jenny Dumas	Ariel Rojas	Ryan Carter	Tamesha Wise	Deanna Mistele-Ali	Mayte Vallado
Christine Bridges	Guillermo Morales	Frey Zera	Hortensia Halsted	Gina Brownson	Charbell Mawad	Lisa Nishiura
Veronica Garcia	Henry Terlep	Kao Moua	Daniel Rodriguez	Ivan Roldan	Chris Agbanusi	Isabel Lopez
Library/Lib 1	401	601	610	701	PE/Dance	910
Choir/Band	402	602	611	702	715	911
Theater	403	603	612	703	716	912
Tutorial	404	604	613	704	717	913
Wellness Ctr	405	605	614	705	718	914
CCC	406	606	615	706	719	915
ASB/SCL	407	607	501	707	720	920
P11	408	608	502	708	721	921
P12	409	609	503	709	722	922
P13	410	507	504	710	723	923
P14	411		505	711	625	924
P15			506	712	626	925
P16				713	627	630
P17				714	628	631
P18					629	632
						633

Appendix B: Off-Campus Evacuation Area



Appendix D: Crisis Response Slideshow for Staff & Student

SY24. LAHS Crisis Response



Types of Emergencies & Corresponding Response

- | | | |
|---|---|-------------------|
| 1. Fire | → | Evacuate |
| 2. Earthquake | → | Duck, Cover, Hold |
| 3. Environmental Threat
<i>Severe weather, gas leaks, etc.</i> | → | Shelter in place |
| 4. Unsafe Situation Off Campus
<i>Danger off campus but nearby (e.g., police activity, protests)</i> | → | Lockdown |
| 5. Immediate Danger on Campus
<i>Active shooters, violence, or any safety breach</i> | → | Code Red |

What should everyone do if an evacuation happens during ACT / breaks / lunch / passing periods?

Students:

- Go to the field and find the teacher of the last class period you attended
- No class the previous period? Go to the incident command post in the large parking lot by the football field. Look for administrators in the area furthest away from campus.

Staff:

- If you taught a class the previous period, go to your assigned row at the evacuation area.
- No class the previous period? Go to the incident command post in the large parking lot by the football field. Look for administrators in the area furthest away from campus.

Any student or staff member not in/teaching a class at the time when a fire alarm goes off should report to the incident command post in the large parking lot by the football field.

Students in class but outside the classroom when an evacuation happens should go to the field and find your teacher .

Evacuation Row Assignments

End Line	Goal Line	20 YD Line	40 YD Line	40 YD Line	20 YD Line	Goal Line	End Line
eamice Parker	Jenny Dumas	Ariel Rojas	Ryan Carter	Angela Price	Tamesha Wise	Deanna Misteale-Ali	Mayte Vallado
Christine Bridges	Guillermo Morales	Frey Zeray	Hortensia Halsted	Christine Antonakopoulos	Gina Brownson	Charbell Mawad	Lisa Nishiura
Veronica Garcia	Henry Torlep	Kao Moua	Daniel Rodriguez	Brent Torrea	Ivan Roldan	Chris Agbanusi	Isabel Lopez
Library/Lib 1	401	601	610	620	701	PE/Dance	910
Choir/Band	402	602	611	621	702	715	911
Theater	403	603	612	622	703	716	912
Tutorial	404	604	613	623	704	717	913
Wellness Ctr	405	605	614	624	705	718	914
CCC	406	606	615	P2	706	719	915
ASB/SCL	407	607	501	P3	707	720	920
P11	408	608	502	P4	708	721	921
P12	409	609	503	P5	709	722	922
P13	410	507	504	P6	710	723	923
P14	411		505	P7	711	625	924
P15			506	P8	712	626	925
P16				P9	713	627	630
P17				P10	714	628	631
P18						629	632
							633

Alternate Evacuation Area Backfield



FIRE

FIRE

When is this the emergency response:

- When there is a fire on campus

FIRE

What will happen:

- Fire alarm *may* sound.
- You may see flames or see or smell smoke.
- If the alarm sounds, there will be an announcement stating to not leave class until further notice.
- If the fire is confirmed and not able to be handled by LAHS staff, there will be a second announcement to evacuate and the alarm will be triggered again.

FIRE

What to do:

Teachers:

- Grab your emergency clipboard
- Escort your class to the football field (primary evacuation area)
- Go to your assigned row and take roll. Make notes on the clipboard documents.
- Wait quietly with your class for further instructions.
- Wait for an “all-clear” announcement by an administrator.

Everyone:

- When evacuating, take your belongings if it is possible to do so quickly.

Staff who see a fire should immediately report it to the main office.

Students should immediately report any fire to the closest staff member.

Staff should use their best judgement about evacuating to the field prior to an announcement being made.

EARTHQUAKE

EARTHQUAKE

When is this the emergency response:

- Whenever there is a significant seismic event (earthquake)

EARTHQUAKE

What will happen:

- You will hear a PA announcements that state everyone must duck, cover, and hold. If possible, an email will also be sent.
- We will announce and/or email details about the event and next steps.
- We will announce if everyone must evacuate -or- when the restrictions are listed.

SHELTER IN PLACE

SHELTER IN PLACE

When is this the emergency response:

- When there is a significant environmental threat in the area (high winds, smoke, flooding, gas leak)

SHELTER IN PLACE

What will happen:

- You will hear a PA announcements that state everyone must shelter in place. An email will also be sent.

“Everyone must Shelter in Place. Please go inside as soon as possible. Teachers, close your doors and windows. Continue your regular class activities and wait for the ALL CLEAR announcement.”

- We will announce and/or email details about the event and next steps.
- We will announce that the restrictions are listed as soon as its safe to do so.

SHELTER IN PLACE

What to do:

Everyone:

- Go to the nearest open room/building.

Teachers:

- Look for students outside your room and allow them into your room.
- Close the doors. There is no need to lock or barricade it.
- Close the windows.
- Allow students to enter the classroom who have been in restroom, etc.
- No one should leave the class.

Wait for “all clear” announcement.

Lockdown

Lockdown Drill

When is this the emergency response:

- When there is an unsafe situation off-campus, but nearby

Lockdown Drill

What will happen:

- You will hear a PA announcements that state everyone must shelter in place. An email will also be sent.

"This is a lockdown. Please go inside as soon as possible. Teachers, lock your doors and windows. Continue your regular class activities and wait for the ALL CLEAR announcement."

- We will announce and/or email details about the event and next steps.
- We will announce when the restrictions are listed.

Lockdown Drill

What to do:

Everyone:

- Stay in class -or- go to the nearest building.
- Teachers:
 - Look for students outside your room and allow them into your room.
 - Close and lock your doors. *There is no need to barricade them.*
 - Close the windows and blinds.
 - Allow students to enter the classroom who have been in restroom, etc.
 - No one should leave the class.
 - Wait for "all clear" announcement.

CODE RED

Code Red Drill

What it is:

- An immediate, hostile or violent threat on campus (e.g. active shooter).

Code Red Drill

What will happen:

- You will hear a PA announcement stating there is a code red. An email will also be sent if possible.

“This is a Code Red. Teachers, lock and barricade your doors. Close your blinds.”

- We will announce and/or email details about the event and next steps.
- Stay indoors until you law enforcement opens your classroom.

Code Red Drill

What to do:

Next steps will depend on the nature and location of the threat. Everyone must use their best judgement.

- **Run:** If possible, leave the area quickly. Run away from the threat. Stay together as a class if possible. Assist others as possible.
- **Hide:** Hide out of view. Block entry to the room/space (barricade). Silence your phones. Do not allow anyone to enter/exit the space.
- **Fight:** As a last resort, you may need to fight. Throw things to hurt/distract the hostile person.

Teachers, if you are indoors, keep your door barricaded. Wait for an administrator to give the all clear via the PA and email. Law enforcement may also open your classroom door.

Emergency Evacuation and Reunification Location

If you leave campus during a code red, the offsite meeting location is:

Los Altos Community Center

The map displays the Hillview area in San Antonio, Texas, with a proposed route for the Hillview Expressway highlighted in red. The route starts at the intersection of Alamo Avenue and North Gordan Way, runs north along North Gordan Way, and then turns east towards Hillview. Key landmarks and locations marked on the map include:

- Lee Alton High School** (marked with a school icon)
- Lee Alton Community Center** (marked with a building icon)
- Lee Alton Youth Theater** (marked with a theater icon)
- Lee Alton Public Library** (marked with a book icon)
- Lee Alton History Museum** (marked with a museum icon)
- Lee Alton Youth Center** (marked with a youth icon)
- Lee Alton Senior Center** (marked with a senior icon)
- Lee Alton Veterans Center** (marked with a veterans icon)
- Lee Alton Police Station** (marked with a police icon)
- Lee Alton Fire Station** (marked with a fire icon)
- Lee Alton Cemetery** (marked with a cemetery icon)
- Lee Alton Golf Course** (marked with a golf icon)
- Lee Alton Tennis Courts** (marked with a tennis icon)
- Lee Alton Power Plant** (marked with a power icon)
- Lee Alton Water Treatment Plant** (marked with a water icon)
- Lee Alton Sewer Treatment Plant** (marked with a sewer icon)
- Lee Alton Landfill** (marked with a landfill icon)
- Lee Alton Industrial Park** (marked with a factory icon)
- Lee Alton Residential Area** (marked with a house icon)
- Lee Alton Commercial Area** (marked with a shopping bag icon)
- Lee Alton Medical Area** (marked with a hospital icon)
- Lee Alton Religious Area** (marked with a church icon)
- Lee Alton Educational Area** (marked with a graduation cap icon)
- Lee Alton Recreational Area** (marked with a park icon)
- Lee Alton Cultural Area** (marked with a museum icon)
- Lee Alton Historical Area** (marked with a historical marker icon)
- Lee Alton Natural Area** (marked with a tree icon)
- Lee Alton Urban Area** (marked with a city skyline icon)
- Lee Alton Suburban Area** (marked with a house and car icon)
- Lee Alton Rural Area** (marked with a field icon)
- Lee Alton Wilderness Area** (marked with a mountain icon)
- Lee Alton Coastal Area** (marked with a beach icon)
- Lee Alton Mountain Area** (marked with a mountain icon)
- Lee Alton Desert Area** (marked with a cactus icon)
- Lee Alton Tundra Area** (marked with a snowflake icon)
- Lee Alton Swamp Area** (marked with a swamp icon)
- Lee Alton Wetland Area** (marked with a wetland icon)
- Lee Alton Forest Area** (marked with a tree icon)
- Lee Alton Grassland Area** (marked with a grass icon)
- Lee Alton Savanna Area** (marked with a savanna icon)
- Lee Alton Steppe Area** (marked with a steppe icon)
- Lee Alton Plain Area** (marked with a plain icon)
- Lee Alton Plateau Area** (marked with a plateau icon)
- Lee Alton Valley Area** (marked with a valley icon)
- Lee Alton Canyon Area** (marked with a canyon icon)
- Lee Alton Desert Area** (marked with a desert icon)
- Lee Alton Mountain Area** (marked with a mountain icon)
- Lee Alton Coastal Area** (marked with a beach icon)
- Lee Alton Urban Area** (marked with a city skyline icon)
- Lee Alton Suburban Area** (marked with a house and car icon)
- Lee Alton Rural Area** (marked with a field icon)
- Lee Alton Wilderness Area** (marked with a mountain icon)
- Lee Alton Coastal Area** (marked with a beach icon)
- Lee Alton Mountain Area** (marked with a mountain icon)
- Lee Alton Desert Area** (marked with a cactus icon)
- Lee Alton Tundra Area** (marked with a snowflake icon)
- Lee Alton Swamp Area** (marked with a swamp icon)
- Lee Alton Wetland Area** (marked with a wetland icon)
- Lee Alton Forest Area** (marked with a tree icon)
- Lee Alton Grassland Area** (marked with a grass icon)
- Lee Alton Savanna Area** (marked with a savanna icon)
- Lee Alton Steppe Area** (marked with a steppe icon)
- Lee Alton Plain Area** (marked with a plain icon)
- Lee Alton Plateau Area** (marked with a plateau icon)
- Lee Alton Valley Area** (marked with a valley icon)
- Lee Alton Canyon Area** (marked with a canyon icon)

Appendix E: Emergency Phone Numbers

Public Health and Safety

Vendor	Number	Purpose/Subject
Los Altos Police	Emergency – 911	
	(650) 947-2770	Non-emergency
County Fire	Emergency - 911	
Fire Station	(650) 947-2770	Non-emergency
County Animal Control	(408) 686-3900	Animal-related issues
American Red Cross of the Silicon Valley	(877) 727-6771	
Child Protective Services	(650) 493-1186	24 Hour Reporting
Bay Area Air Quality Management District	(415) 749-5000	Info on air quality

Public Utilities

Vendor	Number	Purpose/Subject
PG&E (natural gas)	(800) 743-5000	Gas leaks & Electrical Emergencies
Irrigation District	(650) 917-0152 or (650) 553-0152 after hours	Irrigation water, canals, etc.
County Public Works	(650) 947-2785	Regular hours only