



Instructional Continuity Plan (ICP) / Comprehensive School Safety Plan

Julia Lee Performing Arts Academy

19740 Grand Avenue, Lake Elsinore, California 92530—951-595-5900

<https://www.jpaa.org/>

Effective Date: July 1, 2025

Approved by:

JLPAA School Leadership Team & Board of Directors

Review Cycle: Annually (March 1st) or as needed

1. Purpose

To ensure continuity of instruction during emergencies (e.g., wildfire, earthquake, pandemic) while meeting the requirements of EC §32282(a)(3) as amended by SB 153.

2. Scope

Applies to all TK–8 instructional programs at JLPAA. The plan ensures access for:

- General education student
- English learners
- Students with disabilities
- Foster youth
- Homeless students

3. Definitions

- Emergency: Any situation that disrupts safe, in-person instruction.
- Instructional Continuity: Ongoing academic learning and engagement despite such disruptions.

Adopted: May 23, 2025

4. Student & Family Engagement Protocol (within 5 days)

Per EC §32282(a)(3)(A)(i), JLPAA will:

- Establish two-way communication via:
 - Parent Square, phone calls, email, school website, social media (e.g., Facebook, Instagram), and printed flyers.
- Provide support for student needs by:
 - PBIS and McKinney-Vento Coordinator outreach
 - Mental health check-ins
 - Academic check-ins
 - Language-accessible resources and interpreters

Contingency Considerations:

- In power/infrastructure outages, shift to printed packets, community partner communication, and door-to-door wellness checks if safe.

5. Instructional Access (within 10 instructional days)

Per EC §32282(a)(3)(A)(ii), JLPAA will provide in-person or remote instruction within 10 instructional days. <https://www.cadlsg.com/>

a. Remote Instruction Plan: <https://www.cde.ca.gov/sp/eo/is/ismodalities.asp>

- Platforms: Google Classroom, Microsoft Teams, Zoom
- Synchronous & Asynchronous Options
 - <https://www.sdcoe.net/distance-learning-units-of-study/home>
 - <https://www.caeducatorstogether.org/>

- Printed Materials:

- HMH Into Reading (K–5), Into Literature (6–8),
- Reveal Math (K–8),
- TCI Social Studies (TK–8)
- STEM Scopes Science (TK–8)
- HMH English 3D (ELD Designated Curriculum)

b. Technology Access:

- Device distribution at the school, preferably during meal pick up
- Wi-Fi hotspots pick up during meal pick up
- Tech support hotline—**951-595-4500** unless directed to cell number

c. Temporary Reassignment:

- Coordination with neighboring LEAs
- Compliance with SB 153 residency waivers

d. Instructional Materials Access:

- Digital access via platforms
- Printed “emergency learning kits”

6. Equity and Specialized Support

- English Learners: Bilingual aides, HMH English 3D- EL Roadmap-
<https://www.cde.ca.gov/sp/ml/elroadmappolicy.asp>
- <https://www.cde.ca.gov/sp/ml/isfaqs.asp>
- Students with Disabilities: Remote IEP services:
 - “Description of How the IEP Will be Provided Under Emergency Conditions”
<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>
- Foster/Homeless Youth: Priority tech/device access, check-ins,

7. Food Access

- JLPAA will continue to offer meals to every JLPAA family on a drive-through basis
- <https://frac.org/wp-content/uploads/Guide-to-Federal-Nutrition-Programs-During-Disasters-9-2024.pdf>

8. Instruction, Assessment, and Professional Learning

- Independent Study-aligned: [Click Here](#)
- Essential standards, IXL <https://www.ixl.com/>
- Teacher training, remote engagement strategies
- Staff training on digital tools:
 - <https://www.sdcoe.net/distance-learning-units-of-study/professional-learning>

9. Communication Protocol

- Email, Parent Square, social media, school website
 - <https://www.jlpaa.org/>
- Languages Supported: English, Spanish, others
- Flyers via community partners if digital access is lost

10. Return to In-Person Learning

- Lifted evacuation orders
- Power, air, and water safety

- Safe campus, IT restored
- Meal service and staff availability

11. Coordination and Review

- Annual review or post-emergency
- Stakeholder feedback
- Board presentation per EC §32288(b)(1)

12. Documentation

- Maintain attendance, instructional minutes, IEP records
- Submit Form J-13A as applicable
 - <https://www.cde.ca.gov/fg/it/documents/aaitwebinar24.pdf>
 - <https://www.cde.ca.gov/fg/it/documents/j13a.pdf>

13. Compliance Assurance

This ICP satisfies SB 153, EC §§32280–32289.5, and independent study standards. Updated annually, adopted by March 1, and audit-ready by 2025–26.



Comprehensive School Safety Plan

Julia Lee Performing Arts Academy conforms to the National Incident
Management Systems (NIMS)
Standardized Emergency Management Systems (SEMS)

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It shall hereafter be a joint of the JLPAA Executive Director and the JLPAA Board of Directors that delegation of responsibility and authority to manage and supervise JLPAA is establish in the absence, any form of incapacitation, or death of the Executive Director.

In the event of any of these circumstances, the line of responsibility hereafter is delegated to the Principal.

EMERGENCY PLAN

This Emergency Plan has been prepared in compliance with California Administrative Code, Title 5, Education Section 560, which requires all public schools (Kindergarten through Community College) to have a written Emergency Plan, which will be reviewed annually by the local governing board.

The Plan is devoted to the welfare and safety of all students and personnel during school hours. This document was developed to serve as an emergency procedure guide to provide Julia Lee Performing Arts Academy personnel with direction in the event of an emergency or disaster affecting employees and the students of Julia Lee Performing Arts Academy.

Students and parents must also understand that contingency preparation and procedures are necessary and are conducted for their safety and well-being.

The concepts and procedures contained in this document are intended to guide personnel in responding to extraordinary emergencies including natural disasters, catastrophic accidents, terrorist acts, and man made threats to the environment. This Plan provides general procedures for responding to emergencies. It is impossible to address all conceivable circumstances. Therefore, the Plan must be supplemented by the judicious employment of common sense and compliance with the policies and procedures outlined by the San Bernardino County Superintendent of Schools and the National Incident Management Systems (NIMS) as well as the Standardized Emergency Management System (SEMS). This Plan also utilized Federal Emergency Management Agency (FEMA) guidelines in its planning and preparations.

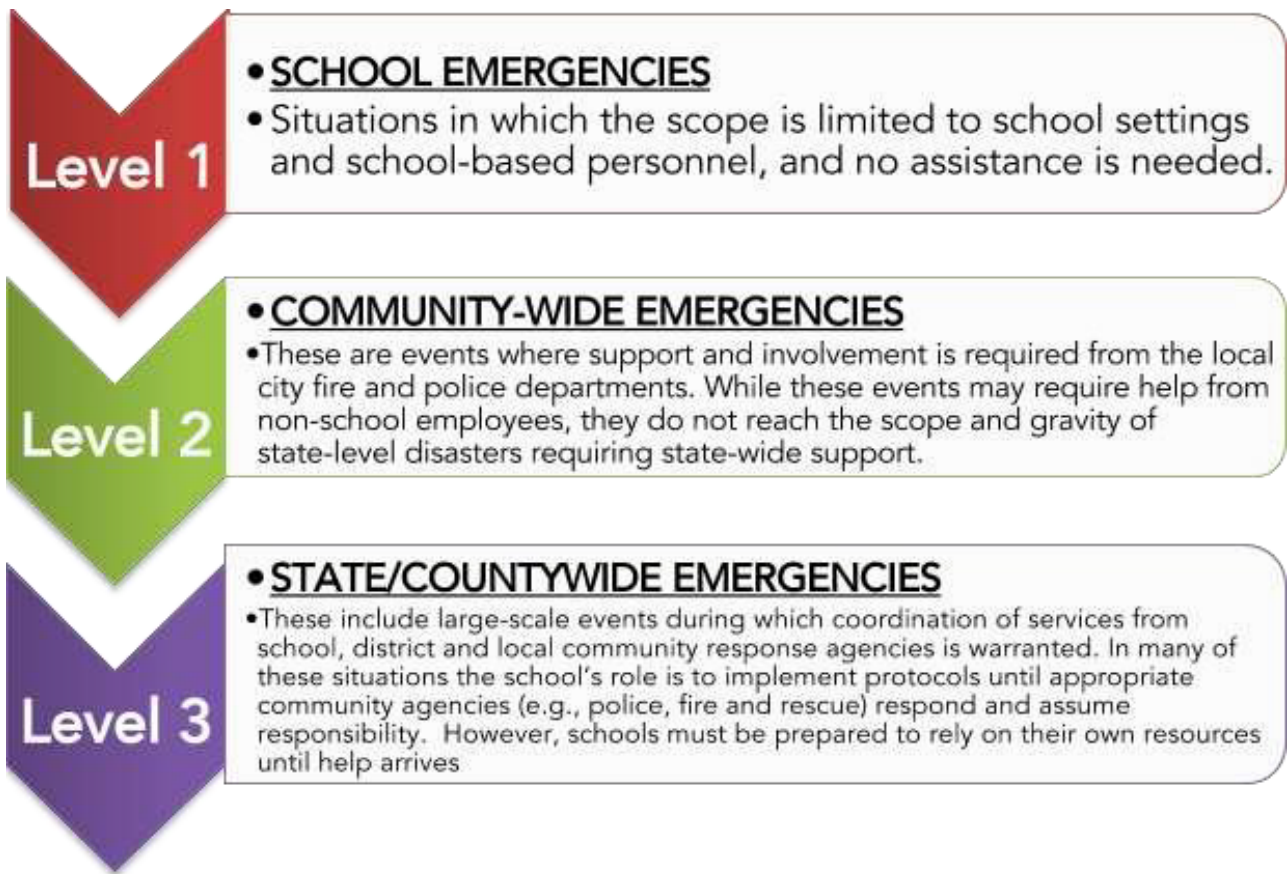
LEVELS OF EMERGENCIES

THREE LEVELS OF EMERGENCIES: Emergencies are often described in terms of the following three levels:

- ◆ **Level One (School Level) Emergency:** A localized emergency, with low impact on school operations, which school personnel, can handle by following the procedures in their emergency plan. Examples include: power outage, unexpected death, suicide threat.

- ◆ **Level Two (Community Level) Emergency:** A moderate to severe emergency, somewhat beyond the individual school response capability, which affects students city- wide and may require mutual aid assistance from the fire department, local police, etc. Examples include:
intruder, shooting on campus.

- ◆ **Level Three (State/Nationwide) Emergency:** A major disaster, clearly beyond the response capability of school administrative personnel, where a significant amount of mutual aid assistance will be required, recovery time will be extensive, and response time from major support agencies may be seriously delayed and/or impaired. Examples: severe earthquake with injuries and/or structural damage, flooding, explosions, chemical spills requiring evacuation, death of multiple staff or students (as in a bus accident), hostage situation. In a catastrophic disaster, schools must be prepared to rely on their own resources because assistance from others may be delayed. A large-scale event such as an earthquake that affects one school will also affect the surrounding community. There may be widespread telephone outages, road blockages, gridlock and congestion on the highways, damage to utility systems, roof collapse, chemical or electrical fires, release of hazardous materials, flying debris, injuries and death caused by falling objects and smoke inhalation.



Emergency Response Signals

Incident	Signal
Fire/Chemical Accident	Building Alarm System, Verbal All Clear
Earthquake	Verbal-Duck/Cover/Hold
Active Shooter/Violent Intruder	Announcement, if Possible

Emergency Telephone Numbers

Public Safety Agencies		Number
General Emergency		911
Police/Sheriff/Fire		911
Poison Control	CA Poison Control System	(800) 876-4766
Local Hospital –	Inland Valley Medical Center 36485 Inland Valley Dr Wildomar, CA 92595	(951) 677-1111
Animal Control -	Riverside County 33751 Mission Trail, Wildomar, CA 92595	951-674-0618 / 951-358-7387
Southern California Edison		(800) 655-4555
Southern California Gas		(800) 427-2200
District/School Contacts		Number
Chief Executive Director	Tanya Taylor	951-595-4500 ttaylor@jlpaaschool.org
Principal	Rachel Thomas	951-595-4500 rthomas@jlpaaschool.org

Emergency requests for disaster response will be handled using the 911 emergency system or directly contacting LOCAL emergency response agencies. Non-emergency requests for disaster aid should be made through local city and/or county agencies.

911 Emergency Systems is used to expedite the initial emergency response by local agencies. Once these agencies have arrived on scene, the 911 emergency system is not usually needed and all follow-up communications for non-emergency aid will go through local channels.

Radio Stations

Station	Frequency	Station	Frequency
AM		PM	
KFWB	980	KFRG	95.1
KFI	640	KVCR	91.9
KNX	1070	KCAL	96.7
KABC	790	KGGI	99.1
KKDD	1290 (Spanish)	KOLA	99.9
KTIE	590	KIIS	102.7
KEZY	1240 (Spanish)	KOST	103.5
* Fill in additional stations as desired. If available, utilize National Oceanic and Atmospheric Administration (NOAA)			

FIGURE 1 – Levels of Emergencies

EMERGENCY MATERIALS

***Classroom Evacuation Route:** School maps laminated and posted in each room with evacuation routes, identifies which rooms bring Mobile Supply Kits and Emergency Backpacks.

***Emergency Plan Kit to Include:**

- Emergency Plan
- Class Roster(s)
- **Green** (All Clear) / **Red** (Missing Person) Card
- Classroom Attendance Count Form
- Paper and Pen
- Backpack

***Classroom Emergency Kit:**

- Band Aids, Iodine, Flashlights, Extra Batteries,

Mobile Supply Units (One Kit Per Group of Three Rooms):

- Designated staff bring kits to the Assembly Area
- Additional kits to remain in classrooms

****Every Classroom Will Include***

EMERGENCY PROCEDURES

LOCKDOWN

A lockdown is an emergency protocol to prevent people or information from escaping, which usually can only be ordered by someone in command. Lockdowns are also used to protect people inside a facility from a dangerous external event.

The 2013 International Fire Code defines Lockdown as:

LOCKDOWN: An emergency requiring that the occupants be sheltered and secured in place within a building when normal evacuation would put occupants at risk.

PARTIAL LOCKDOWN

Doors leading outside of the building are locked and people may not exit or enter the building. Examples include: police activity, disturbance in the surrounding neighborhood, severe weather.

1. If a lockdown situation arises, an announcement will be made over the intercom system stating **“LOCKDOWN, LOCKDOWN, LOCKDOWN.”**

This will signal the need for a LOCK-DOWN drill.

- a) Everyone is to stay where they are.
 - b) Classroom teachers are to:
 - Quickly glance outside the room to direct any students or staff members in the hall or on the playground into your room immediately.
 - Lock your door.
 - Lower or close any blinds.
 - Keep students quiet and in the room.
 - c) Physical education classes being held in the gym should move into a room, lock all doors, and find a safe area.
 - d) Any students in the cafeterias should remain with the adult supervising them.
 - e) If students and teachers are outside the school building, they should get to the closest open room.
 - f) Anyone in a bathroom or the hallway should move to the closest classroom immediately.
 - g) Nurse/cafeteria workers/support staff should stay in the area they are in and secure doors.
2. An announcement may be made to end the drill and/or a Julia Lee Performing Arts Academy Administrator or law enforcement will enter the room signaling “all clear.”
 3. Following/during the event, a Julia Lee Performing Arts Academy administrator with the help of law enforcement will contact parents and guardians with a brief description of the incident, status, and a request to limit calls to the school to keep phone lines clear.

FULL LOCKDOWN

People must stay where they are and may not exit or enter a classroom, an office space, storage unit or the building. Examples are violent intruders, active shooters.

No single response fits all *active shooter* or *violent intruder* situations; however, making sure everyone knows their options for the response and can react decisively will save valuable time. Depicting scenarios and considering response options in advance will assist individuals and groups in quickly selecting their best course of action. While they should follow the plan and any instructions given during an incident, often they will have to rely on their own judgment to decide which option will best protect lives. (*Guide for Developing High-Quality School Emergency Operations Plans 2013*)

1. The first person to recognize someone as a significant threat (e.g., perceived threat, active shooter, violent intruder) should attempt to report the threat to the office or administration immediately, if safe.
2. If an announcement can be made over the intercom system, briefly state the most specific and known information about the threat and location

EXAMPLES:

“SHOOTING IN BACK OF SCHOOL!”

“ARMED MAN IN BUS LANE!”

“MAN IN PARKING LOT IN BLACK CLOTHING WITH A GUN!”

When an active shooter/violent intruder is in your vicinity remember to:

RUN-HIDE-FIGHT

1. GET OUT, EVACUATE, RUN

If there is an accessible escape path, attempt to evacuate the premises

2. HIDE OUT

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you. Barricade the doors in the room you are in, call 911 when it is safe.

3. TAKE ACTION AGAINST THE ACTIVE SHOOTER

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter or intruder.

RUN

If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location and/or the reunification site. Students and staff are trained to:

- Leave personal belongings behind
- Visualize possible escape routes, including physically accessible routes for students and staff with disabilities as well as people with access and functional needs.
- Avoid elevators, if in existence.
- Take others with them, but not stay behind because others will not go.

After you have evacuated the building, call 911 to report on your location and situation.

- a. Provide school site name and location.
- a. Provide suspect description, direction of travel.
- b. Provide suspect location on campus; and
- c. If weapon was seen, explain type, if possible, and whether any shots have been fired.

IF RUNNING IS NOT A SAFE OPTION...

HIDE

Hide in as safe a place as possible!

- Clear everyone from open areas into secure rooms. If unable and caught outside in such a situation, get behind/under shelter and DO NOT move until advised to do so.
 - Direct students to an area of the room, unobservable from outside and potential lines of fire.
 - Stay away from all doors and windows.
 - Turn lights off.
 - **BE QUIET!** Turn off the ringer on all electronic devices.
 - Assist those with access and functional needs.
 - Close and lock all windows and doors, close window blinds, obscure door windows with paper.
 - Prepare a plan of action if the intruder gains entry (e.g. all-out assault on the intruder).
 - Quickly barricade the doors with heavy furniture; such as file cabinets, desks, book cases, and more.
 - If a fire alarm has been activated, do not evacuate **UNLESS** fire or smoke is visible.
 - Move outside groups to primary or alternate offsite evacuation location.
 - Persons in other buildings should remain inside the locked buildings.
 - Follow specified protocols if evacuation is initiated by law enforcement personnel.
- (From the Federal Emergency Management Agency (FEMA) Lockdown Procedures)*



WHEN NESSESSARY

FIGHT

When confronted by the shooter, adults and older children in immediate danger should disrupt or incapacitate **(ONLY, IF IT IS SAFE! If not RUN!)** the shooter by aggressive force and use of items in their environment. Examples include: fire extinguishers, bats, and chairs.

Follow the direction of law enforcement, as everyone may be treated as a suspect.

Site administration will debrief with law enforcement, be available for further communication, and remain on campus until all students are accounted for and All students will be released from the reunification site.

REUNIFICATION SITE

Primary Unification Site

Based on school site location

JLPAA

19740 Grand Avenue

Lake Elsinore, CA 92530

EVACUATION- ACTION - “LEAVE BUILDING.”

Emergency evacuation is the immediate and urgent movement of people away from the threat or actual occurrence of a hazard. Examples range from the small-scale evacuation of a building due to a *fire*, or *chemical accident*, to the large scale evacuation of a school because of an *earthquake* or *fallen aircraft*.

1. Sound fire alarm.
2. Take students and Emergency Plan Kit, First Aid Kits, and Mobile Supply Units (as specifically indicated in the “Staff Assignments” section of this plan) to Emergency Assembly Area.
3. All students outside of classrooms will follow the instructions of the nearest adult and proceed to their assigned Assembly Area (based on their classroom assignment) as indicated on Emergency Evacuation Map.
4. Account for all students and staff.
5. Hold up red/green card based on results of roll:
 - Green = *All students present and accounted for*
 - Red = *Student(s) missing*
6. Complete and give the “Classroom Attendance Count Form” in the emergency plan kit to Assembly Area Leader.
7. Render first aid when appropriate.
8. Use the fire extinguisher, if appropriate.
9. Administration Call 911.
10. Keep access roads open for emergency vehicles.

FIRE

1. Fire alarm sounds. Short, one-minute, intermittent bell sounds signaling evacuation procedures.
2. Follow evacuation procedures.

RETURN TO THE BUILDING until the fire department declares the area safe

Burning Clothes

If a person's clothing catches fire, follow these procedures:

1. Don't allow the victims to run! Use fire extinguisher if available.
2. Smother the fire using procedures of "STOP! DROP! ROLL!"

EARTHQUAKES

Earthquakes strike without warning. When an earthquake hits the following actions should be implemented:

1. Staff gives "Duck, Cover & Hold" command at first indication of quake or ground movement, regardless of where students are located.
 - a. Avoid windows or other potential hazards.
 - b. Utilize desks or tables for shelter or move them to an inside wall. If the shelter moves, hold on and stay under.
 - c. Move away from buildings, trees, fences, and power lines.
 - d. Remain calm and listen for directions.
 - e. Stay in position until the shaking is over or until further instructions are given.
2. When the shaking has subsided, follow evacuation procedures.
3. Injured students who cannot walk or be carried should be left behind to be taken care of by the Search and Rescue Team.
4. After class is settled and roll is taken, teachers who are now part of additional teams will begin those responsibilities A.S.A.P. (Staff assigned to Assembly Areas will administer first-aid as needed in Assembly Areas.)
5. Assemble in the Emergency Assembly Area and remain there until: (1) Reentry into the building has been approved; (2) given direction to move to another location or (3) released to go home.

EXPLOSION OR THREAT OF EXPLOSION

In the event of an explosion or the threat of an explosion such as those caused by leaking natural/LP gas or other causes, the following will be implemented:

1. Action "Duck, Cover & Hold."

2. Call 911, notify Julia Lee Performing Arts Academy Administrator.
3. If the explosion occurred within the building or threatens the building, immediately implement ACTION “LEAVING BUILDING.”
4. Sound the fire alarm.
5. Move to an area of safety as far away from hazard as possible.
6. Render first aid when appropriate.
7. Use fire extinguisher if appropriate and safe. Fire extinguishers are for small-contained fires only. Multiple fires in a building, even if small, present an immediate safety hazard to all personnel in the building. Under these circumstances, all personnel must be evacuated from the building. (Note: Staff should be aware of locations and proper use of fire extinguishers.)
8. Account for all students and staff.
9. The Executive Director or Principal will direct further action as required.
10. DO NOT RETURN TO THE BUILDING until the fire department declares the area safe.

BOMB THREAT

A bomb threat could be written, e-mailed, communicated verbally or received by phone. The majority of bomb threats are delivered by telephone. All bomb threats must be taken seriously.

1. As caller calls in threat, the “Bomb Threat Information Form” should be completed. Write down everything the caller says.
2. Immediately after receiving a bomb threat, leave the phone off the hook and report the threat to the Julia Lee Performing Arts Academy Administration (in coordination with local emergency response agencies, if required). (Do Not Hang Up the Phone)
3. Julia Lee Performing Arts Academy Administration will call 911.
4. Keep the caller on the phone as long as possible.
5. If the threat is directed to an employee(s), try to find out the nature of the threat and why.
6. Even if the caller hangs up, keep the phone off the hook so the police can trace the call.
7. Quickly scan your immediate area or building prior to evacuation. (Devices are more likely to be outside or in a common area).
8. If bomb threat is determined to be real, follow “Evacuation Procedure” or “Lockdown Procedure” as determined by threat.

9. If an evacuation is ordered, do not touch any suspicious items.
10. Wait for local law enforcement to begin their search and/or investigation.

CAUTION!

- ❖❖ **DO NOT** use 2-way radios, cellular phones or pagers as the transmissions could set off the bomb.
- ❖❖ **DO NOT** turn on or off electricity (lights, etc.). This could set off the bomb.
- ❖❖ **DO NOT** sound the fire alarm; it also could set off the bomb.

All students will be released from the reunification site.

[illegible]

