

Directions for the Santa Cruz Countywide Comprehensive School Safety Template Part II - Internal Components

1. All sections of this template are required.
2. Add documents as Attachments.



COMPREHENSIVE SCHOOL SAFETY PLAN
Part II – Internal Components
2025-2026

School: Delta High School at Cabrillo College
Address: 6500 Soquel Drive Bldg 500
Aptos, CA 95003
Principal: Jen Ra'anan
Phone Number: 831.477.5212
E-mail Address: jraanan@deltaschool.org

District: Delta High School at Cabrillo College
Superintendent Jen Ra'anan
Phone Number: 831.477.5212
E-mail Address: jraanan@deltaschool.org

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Purpose of the Comprehensive School Safety Plan (CSSP)

Sections 32280-32288 of the California Education Code outline the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a Comprehensive School Safety Plan relevant to the needs and resources of that particular school.

It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated Comprehensive School 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. Comprehensive School Safety Plans are required under SB 719 & AB 115 and must contain the following elements:

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

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. 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 (SARC).

The Comprehensive School Safety Plan Internal Version – Part II is not available for public review.

Emergency Management Plan #1

The Delta High School at Cabrillo College School Emergency Management Plan meets the guidelines of the California's Standardized Emergency Management System (SEMS) and has developed, in consultation with public safety agencies (law enforcement, fire, public health), an "All Hazards" approach for mitigation, preparedness, response and recovery. School EOPs address, at a minimum, the following types of emergencies and disasters and protective measures to be taken before, during, and after:

1. Fire on or off school grounds which endangers students and staff.
2. Earthquake or other natural disasters.
3. Environmental hazards.
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group.
5. Bomb threat or actual detonation.
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities.
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak.

The site administrator acts as the Incident Commander, with the principal's designee to be appointed in the event that the Incident Commander is unable to perform his/her duties. To ensure accountability for emergency response procedures, personnel are assigned specific duties to perform in the event of emergencies. These include turning off water, gas, and electricity. Drills are conducted regularly using an Incident Action Plan to pre-plan and determine the object of the drill, along with After Action Reports to document lessons learned.

Delta High School at Cabrillo College updates the emergency plan and incorporates the National Incident Management System (NIMS), which includes staff trained in the following Federal Emergency Management Agency (FEMA) courses: IS 100 (Incident Command for Schools), IS 700 (NIMS) and IS 200 (Incident Command for Single Resources and Initial Action Incidents) and IS 800 (National Response Framework). During disasters, pre-determined areas will identify the various stations (i.e., student holding, command post, and student release).

Santa Cruz County Safe School Consortia Emergency Management Plan

Directions for the Site Administrator/Principal

This Emergency Management Plan must be completed at the beginning of each school year and is described in the Preparedness section of the Emergency Response and Crisis Management (ERCM) manual. Please enter all information; get consultation as needed. Discuss with your staff the Incident Command System Coordinator roles described in the General Procedures section of the ERCM manual. Assign a designee to act as leader of the plan in your absence. Also assign key staff to Coordinator roles, making clear that, in their absence, you may call on another staff member to perform these duties. Review all information in this emergency plan with staff members. Emphasize the importance of student supervision in the event of an emergency. Inform staff where copies of the plan are kept (Site Administrator copy, office, Crisis Response Box, Emergency Backpack, "Go Kit", etc.). Send this plan with copies of your site map/evacuation routes to your District Office and the Safe Schools Planning Unit of the County Office of Education to be forwarded to the 911 Net Com center.

Step 1: Enter your School Information

School:	Delta High School at Cabrillo College
Principal:	Jen Ra'anan
Revision Date:	1.3.2025

Step 2: Identify a School Command Post, Media Staging Areas, Parent/Reunification location and Communication Resources

The in-school Command Post will serve as a base of operations in the event of an emergency. Select a location for the Command Post that has access to telephones, FAX, intercom, and other building controls. Designate a first and second choice. Provide direct telephone numbers to be used in an emergency (not the main number). Designate a Media Staging Area and Parent/reunification Area away from the emergency event.

Command Post 1	Main office
Phone, FAX and email:	415.672.1851 jraanan@deltaschool.org
Media Staging Area	Cabrillo Parking Lot S or Parking Lot K
Parent/Student Reunification Site:	Aptos-La Selva Fire Station 1 6934 Soquel Dr, Aptos, CA 95003

Command Post 2	Cabrillo Parking Lot K or Horticulture Center
Phone, FAX and email:	831.479.6465
Media Staging Area	Cabrillo Parking Lot K
Parent/Student Reunification Site:	Cabrillo Parking Lot K or Horticulture Center

	No	X	Yes	Two-way Radios
	No	X	Yes	Two-way Radios, Multi frequency
	No	X	Yes	Intercom Systems

X	No		Yes	Buzzers or Tones
	No	X	Yes	Megaphones
	No	X	Yes	Email – internet access

Step 3: Assign School Emergency Response Team Roles – “The E-Team”

As directed by the Site Administrator/Principal (Site Incident Commander), the School Emergency Response-Team will respond to any emergency that affects the school building, students, staff, and/or visitors. In a large scale event, the District Office will respond to the site to complete the full Incident Command structure with the additions of the Planning and Finance Teams.

The Site Administrator will designate staff members to fill essential roles:

- Identify a designee to act as the Site Incident Commander in your absence
- Identify and assign staff that will act as skilled Coordinators in the designated areas
- Inform staff they will need to report to the main office when called for (e.g., by intercom)
- Inform staff that they will need to perform the functions of this role in an emergency.

E-Team Role	Name	Position	Contact Information
Management Team			
SITE INCIDENT COMMANDER	Jen Ra'anan	Principal	Phones 831.477.52 12
Alternate	Maria Hastings		Phones 831.477.52 12
(Alternate 2)	Brian Harvey		Phones 831.477.52 12
PIO INCIDENT COMMANDER	Maria Hastings		Phones 831.477.52 12
Alternate	Katie Akagi		Phones 831.477.52 12
(Alternate 2)	Brian Harvey		Phones 831.477.52 12
SAFETY OFFICER	Brian Harvey		Phones 831.477.52 12
Alternate	Maria Hastings		Phones 831.477.52 12
(Alternate 2)	Katie Akagi		Phones 831.477.52 12
OPERATION/LOGISITICS CHIEF	Katie Akagi	Teacher Teacher	Phones 831.477.52 12
Alternate	Brian Harvey		Phones 831.477.52 12
(Alternate 2)	Maria Hastings		Phones 831.477.52 12
PLANNING/ADMIN/ FINANCE	Tamar Ragir		Phones 831.477.52 12
Alternate	Sabrina Sahlstrom		Phones 831.477.52 12

(Alternate 2)	Kimberly Hardin		Phones 831.477.5212
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List Other Staff Who Have First-Aid and/or Cert Training to Assist First Aid Coordinator			
E-Team Role	Name	Position	Contact Information
First Aid Assistant	Brian Harvey	Teacher	Phones 831.477.5212
First Aid Assistant	Partick Saportio	Teacher	Phones 831.477.5212
First Aid Assistant			

Step 4: Print Student Roster and Place in Binder

School secretaries must print a list of all enrolled students and their emergency contact information. This information may be printed from the student information system. This roster will be used to account for all students in the event of an emergency. Parents/guardians may sign out their child directly on this student roster.

	No	X	Yes	Secretary has printed emergency contact information for all students?
	No	X	Yes	Printed roster placed in binder in the main office in an obvious location?

Step 5: Review Inside Safe Assembly Locations

Review the location of Safe Assembly Areas inside your school with your staff. These will be used to shelter from severe weather or to move children away from rooms on the perimeter of the school.

	No	X	Yes	Safe Assembly Areas inside school identified and reviewed with staff?
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Inside Assembly Area 1:	1191, Cabrillo Gym Bld 1100, Horticulture Center
Inside Assembly Area 2:	1192, Cabrillo Gym Bld 1100, Horticulture Center

Step 6: Designate On-Site Outside Safe Assembly Locations

Schools typically have assembly areas on the school grounds that are used during required fire drills. At times, you must move students farther away from the building. Identify on-site locations that could be used to move students farther away from the building. Schools with a large student body may have more assembly locations. You may direct teachers to move students to these locations by megaphone.

Outside Assembly Area 1:	Parking Lot H or Horticulture Center
Outside Assembly Area 2:	Horticulture Center
Outside Assembly Area 3:	Parking Lot E
Outside Assembly Area 4:	

Step 7: Identify Two Off-Site Emergency Evacuation Locations

These relocation facilities should be near your school and able to house your students and staff until they are released to parents. Consider sites in opposite directions. Examples are a nearby school, church, or public library. Specify a first choice and second choice (in case the first is unavailable). The district will supply support services (e.g., food, transportation, District Crisis Recovery Team, etc.) for these locations as the need dictates. Contact these sites directly to coordinate arrangements.

1st Evacuation Facility:	Cabrillo Campus Building 1100 OR Horticulture Center
Contact Person:	Jan Jensen
Address:	Parking Lot K on Soquel Drive or Horticulture Center on Perimeter Road
Phone:	831.479.6465 jajensen@cabrillo.edu

2nd Evacuation Facility:	Twin Lakes Church
Contact Person:	Mark Spurlock
Address:	2701 Cabrillo College Dr, Aptos, CA 95003
Phone:	831-465-3300

Step 8: Check and Replenish Contents of Crisis Response Box and/or Emergency “Go Kits”

Check the contents of the school Crisis Response Box, Emergency “Go Kits” against the ERCM manual guidelines in the General Procedures section. Replenish any items that have been used. Always provide new batteries for flashlights and megaphones. Store the Emergency Response Backpack/”go kit” in a conspicuous location. Take this backpack/”go kit” with you if you evacuate the building. Especially make sure these items are inside the backpack:

<input type="checkbox"/>	No	X	Yes	Copy of the ERCM manual
<input type="checkbox"/>	No	X	Yes	Copy of this Emergency Management Plan
<input type="checkbox"/>	No	X	Yes	Megaphone
<input type="checkbox"/>	No	X	Yes	Fresh batteries
<input type="checkbox"/>	No	X	Yes	Other Supplies and Materials as identified by Administrative “go kit” list
<input type="checkbox"/>	No	X	Yes	Job Description Clipboards and Task Forms

Step 9: Check Emergency Resources at Your School

Check to see if the following resources are available on your school campus

<input type="checkbox"/>	No	X	Yes	Emergency chart in every classroom and office?
<input type="checkbox"/>	No	X	Yes	Evacuation diagram posted in every classroom and office?
<input type="checkbox"/>	No	X	Yes	Red and Green cards in every classroom and office?
<input type="checkbox"/>	No	X	Yes	Classroom “go-kits” replenished and accessible near exit?
<input type="checkbox"/>	No	X	Yes	Did you replenish the school first aid kit?

Step 10: Identify Emergency Evacuation Staging Areas for Individuals with Disabilities

All schools must have an *evacuation plan for individuals with disabilities who need evacuation assistance* (See Section 2- Preparedness of the ERCM manual).

- Site Administrators, in conjunction with the Fire Department must designate emergency Evacuation Staging Areas.
- Signs must be posted to mark these locations.
- Evacuation Staging Areas must be posted on the Fire Panel for emergency responders

Location	Room #	Room #	Room #	Room #
Cabrillo Parking Lot H				
Cabrillo Parking E				
Cabrillo Parking Lot K				

X	No		Yes	Are signs posted to mark each Evacuation Staging Area location?
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Special Needs Coordinator	Glenn Soto	Phones	831.477.52 12
Alternate (Alternate 2)	Maria Hastings	Phones	831.477.52 12

Step 11: Identify Disabled Individuals Needing Evacuation Assistance and Post Evacuation Plan

Identify any students or staff member who may need evacuation assistance (e.g., individuals who are in wheel chairs or unable to use stairs). Develop a specific plan for their evacuation. It is recommended that each student's classroom teacher be designated to assist the student in getting to the Evacuation Staging Area. The designated teacher may need to transfer their class to another teacher to remain with the disabled student until they are evacuated. The Site Administrator must:

- Identify students or staff needing evacuation assistance
- Develop an evacuation plan for each student or staff member
- Post a list of these individuals and their evacuation plan on the Fire Panel
- Put list of disabled individuals in the secretary's copy of the student emergency contact information roster
- Inform the classroom teacher of each student or staff members of the evacuation plan
- Inform students and parents of the evacuation plan

	No	X	Yes	List of disabled students/staff and their evacuation plans posted on Fire Panel?
	No	X	Yes	List of disabled students/staff <u>and</u> evacuation plans in Secretary's emergency contact information binder?
	No	X	Yes	<u>Each</u> classroom teacher for <u>each</u> student informed of evacuation plan?
	No	X	Yes	<u>Staff, students, and parents</u> informed of Evacuation Staging Areas and evacuation plan?

Step 12: Develop a Student-Parent Reunion Procedure at Your School

Within the Student-Parent Reunion Coordinator, develop a procedure with to sign out students to parents in the event of a serious emergency. You will need to identify a location(s) and establish a process for reuniting students and parents.

	No	X	Yes	Location(s) identified and procedure to reunite students and parents developed?
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Crisis Response Box

LOCATION:	Main Office
DATE contents were verified:	11.13.25
Name of person who verified the contents:	Jen Ra'anan

Red Binder that contains:

1. Keys – clearly marked and master keys
2. Maps:
 - Aerial photo of campus
 - Site map that includes location of:
 - Fire Control Panel
 - Shutoff Valves for Gas, Electricity, Water, Sprinklers
 - Emergency evacuation routes and reunification sites
3. Blueprint of school buildings
4. Staff information:
 - Teacher and employee roster, including room and cell phone numbers
5. Incident Command System Organization Chart with names, cell phone numbers, roles, and responsibilities for each person
6. If applicable, video access password, login, and remote access information

Student information:

1. Emergency Cards
2. Most current student yearbook
3. List of students with special needs for medicine or assistance in the event of evacuation

Emergency Contacts - list of agencies to assist in an emergency:

1. American Red Cross
2. Victim Assistance Response Team

Forms:

1. Student Release Form for parents/guardians, emergency medical services, etc.
2. Post Incident Review Form

Emergency/Disaster Preparedness Drill Schedule, including for Fire, Earthquake, Lockdown, Code Red, Shelter in Place, and Threat Assessment

Delta High School at Cabrillo College will provide all students and staff with emergency/disaster preparedness drill in a variety of procedures according to the following schedule:

Training	Date(s)	
Earthquake Emergency Procedures	8.27.25	3.6.2026
Evacuation/ Fire Procedures	8.27.25	3.6.2026
Reverse Evacuation Procedures	8.27.25	3.6.2026
Hall Check Procedures	8.27.25	3.6.2026
Lockdown Procedures	8.27.25	3.6.2026

Disaster Procedures, Routine and Emergency

In accordance with **California Education Code §§32280–32289**, each school site shall maintain standardized emergency procedures. The **Santa Cruz County Standard Command Response for Schools (SCRS)** provides four initial protective actions: **Lockdown, Hall Check, Reverse Evacuation, and Evacuation.**

These protocols ensure a consistent, clear, and safe response to emergencies.

Lockdown – Move, Secure, Defend (MSD)

Purpose: Protect staff, students, and visitors from imminent threats of violence inside or near the school.

Notification:

“Lockdown... Lockdown... Lockdown” (announced over PA or alternate method).

Procedures:

- Any staff member may initiate lockdown.
- **Move:** If possible, move away from immediate danger using deliberate and safe movements.
- **Secure:** Lock and barricade doors, cover windows, turn off lights, silence technology, and position students in a **safety corner** out of sight.
- **Defend:** As a last resort, defend against forced entry.
- Maintain silence until the official **All Clear** is given by law enforcement or administration.
- If outdoors, proceed to the predetermined off-site evacuation area.
- Do not open locked doors until cleared by uniformed law enforcement.

Hall Check

Purpose: Respond to lower-level or uncertain threats while continuing instruction.

Notification:

“Hall Check... Hall Check... Hall Check.”

Procedures:

- Students and staff return promptly to classrooms or designated areas.
- Teachers lock classroom doors and account for students.
- Staff remain alert, observing surroundings for unusual activity or unauthorized persons.
- Instruction continues until further notice.
- Await additional direction from administration or emergency responders.

Reverse Evacuation

Purpose: Protect students and staff by moving them quickly into secured buildings from outside danger.

Notification:

“Return to the Building... Return to the Building... Return to the Building.”

(Secondary schools may specify destination, e.g., “Return to Building 1st Period”).

Procedures:

- Audible signal (PA, horn, whistle) initiates action.
- Teachers direct students, staff, and visitors to re-enter the school quickly.
- Once inside:
 - Students return to classrooms/designated safe areas.
 - Teachers lock doors and take attendance.
 - Visitors report to the main office.
- Await the official **All Clear** before resuming normal operations.

Evacuation

Purpose: Safely remove students and staff from buildings when inside hazards exist.

Notification:

“Evacuate the Building... Evacuate the Building... Evacuate the Building.”

When Initiated: Fire, smoke, gas leak, hazardous material, bomb threat, structural damage, power failure, earthquake, or other internal hazards.

Procedures:

- Teachers organize students, collect emergency supplies, and proceed to exits.
- Evaluate exit routes for safety; adjust if hazards are present.
- Escort students to the designated **Assembly Area**.
- Teachers take attendance and report accountability.
- Students and staff remain in assembly until building is declared safe.
- Re-entry only upon authorization by administration and emergency responders.

Training, Drills, and Compliance

- All four SCRS protocols (**Lockdown, Hall Check, Reverse Evacuation, Evacuation**) shall be **practiced regularly** with students and staff.
- Parents/guardians will be notified in advance of scheduled drills.
- Drills will be conducted in coordination with **law enforcement and emergency services** to ensure preparedness.
- Staff are empowered to adapt response actions based on observed conditions and situational awareness.

Santa Cruz Countywide Threat Assessment Plan and Protocol

Santa Cruz Countywide Threat Assessment Plan

The Santa Cruz Countywide Threat Assessment Plan (Revised December 2017) provides a plan for how Santa Cruz County Schools will assess and respond effectively to students who threaten violence. The purpose of this plan is to provide practical guidelines for school-based teams within Santa Cruz County to conduct threat assessments of students who threaten to commit an act of violence. The full text of this document is included in the Appendix.

A threat assessment is conducted when a person (or persons) threatens to commit a violent act or engages in behavior that appears to threaten an act of violence. The goals of threat assessment are twofold: (1) to maintain a safe school environment by preventing an act of violence from taking place, and (2) to resolve student conflicts or problems that underlie threatening behavior. These conditions require an organized, school-wide approach that involves ALL school staff. This protocol is for use when dealing with threats made by students. When threats are made by adults, law enforcement will be called immediately.

Threat assessment in schools is predicated on six principles:

- 1) Prevention is possible. Targeted school violence can be prevented if enough is known about the student's preparatory behavior.
- 2) Consider the context. Consider the student who makes the threat as well as the total context of the threat.
- 3) Adopt an investigative mind-set. Adopt a critical and skeptical mind-set that strives to accumulate reliable evidence and verify all claimed facts about the situation. Be willing to accept or reject hypotheses based on a careful analysis of all available information.
- 4) Rely on facts, not profiles. Conclusions must be based on objective facts and behaviors rather than inferred traits or characteristics of the student making the threat.
- 5) Gather information from multiple sources. In serious cases, the investigation should include gathering information from resources beyond the school boundaries. This may include law enforcement, social services agencies, mental health providers, and other community organizations.
- 6) Does the student pose a threat? Threat assessment is ultimately concerned with whether the student **poses** a threat, not with whether the student has made a threat. Threat assessment aims to determine how serious a threat is and then what should be done about it.

I. What Is a Threat?

A threat is an expression of intent to harm someone. Threats can be spoken, written, or expressed in gestures. Threats may be direct (I'm going to beat you up) or indirect (I'm going to get him). When in doubt about whether a student's behavior is a threat, evaluate it as a threat.

II. Threats are categorized and described as follows:

A. Transient threats

Transient threats are statements that do not express a lasting intent to harm someone. Transient threats are intended as either figures of speech or reflect feelings that dissipate in a short period. All transient threats end in an apology or explanation that makes it clear the threat is over.

B. Substantive threats

Substantive threats are statements that express a continuing intent to harm someone. They indicate a desire and raise concerns that someone is in danger of being harmed beyond the immediate incident. A threat not retracted or resolved should be considered substantive. A serious substantive threat usually involves a fight or a threat to hit someone or harm someone without the use of a weapon. A substantive threat that involves using a weapon such as a firearm or a knife will be classified as very serious because of the potential for severe injury.

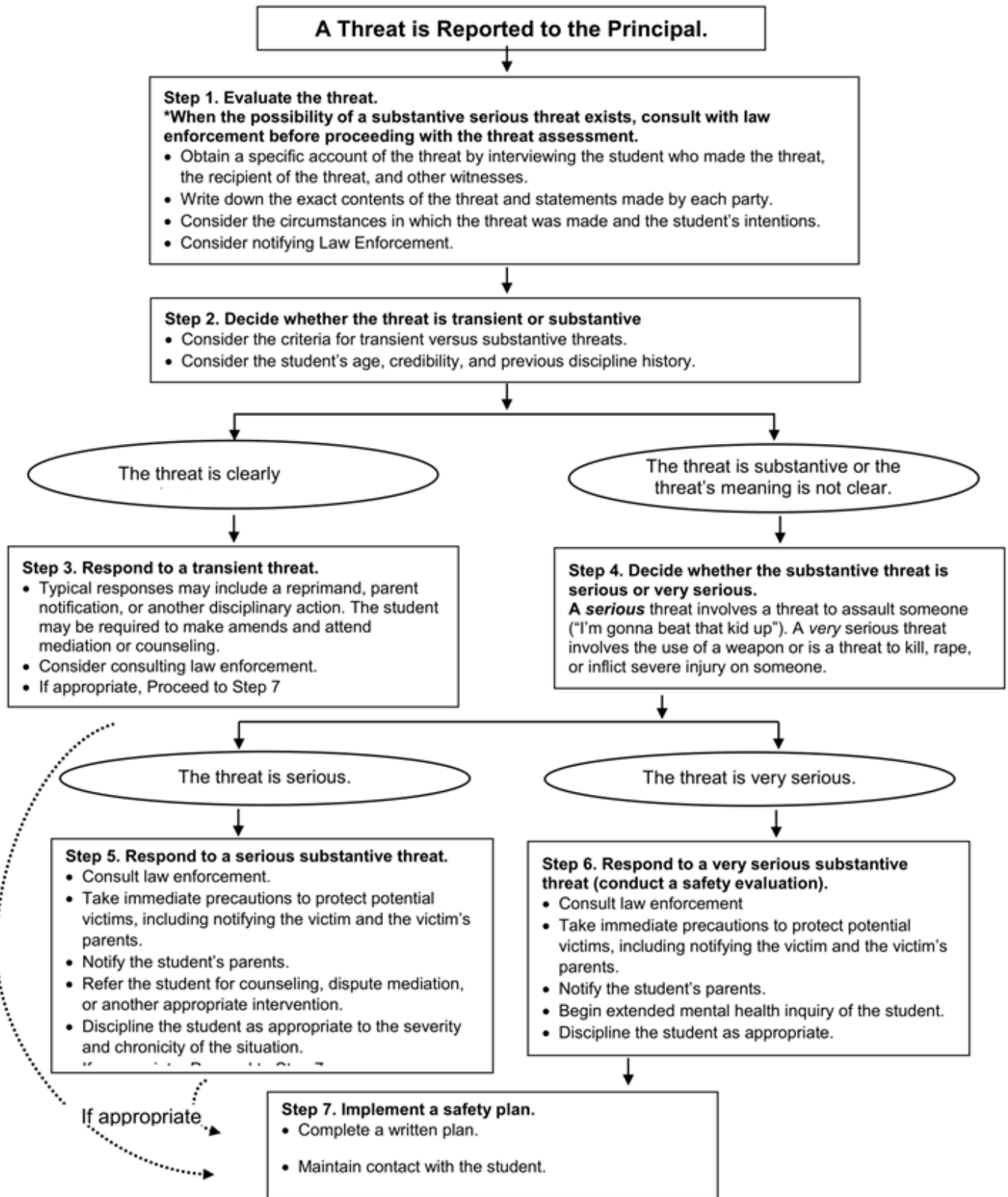
III. Evaluation of Threats and the Threat Assessment Team

Each school has formed its own threat assessment team utilizing staff that is available to them. Typically the team will be comprised of a school administrator, a law enforcement liaison, a mental health professional, certificated and classified staff. The team will evaluate the threat, decide if the threat is transient, substantive, serious substantive, or very serious substantive.

Threat Assessment Team Roster

Position	Name
Principal or Assistant Principal	Jen Ra'anan
School Resource Officer or Assigned Law enforcement Liaison	Sgt. Jordan Brownlee, Sheriff
School Psychologist/Mental Health Counselor (if available)	Libby Wilson
School Counselor (if available)	Adriana Nassrallah
Teachers, aides, other staff	Maria Hastings

Threat Assessment Protocol



Procedures for Immigration Enforcement Notification

(Education Code § 32282, as amended by SB 98, Chapter 124, Statutes of 2024)

In accordance with Education Code § 32282, as amended by Senate Bill 98 (2024), this Comprehensive School Safety Plan includes procedures for notifying parents/guardians, teachers, school staff, and members of the school community when immigration enforcement is confirmed to be present on the school campus.

Notification Procedures:

1. **Confirmation of Presence**
 - Immigration enforcement is considered “confirmed” when school administration has verified, through direct observation or reliable communication, the physical presence of immigration enforcement officers on school grounds.
2. **Timely Notification**
 - Upon confirmation, the Principal or designee will initiate immediate notification to:
 - Parents/guardians of enrolled students
 - All certificated and classified staff
 - Relevant school community members (e.g., PTA, advisory councils)
 - Notification will occur using existing emergency communication systems (phone, text, email, and/or automated messaging).
3. **Content of Notification**
 - The notification will include:
 - The date and time of the confirmed presence
 - The location on or near campus
 - General nature of the enforcement activity, if known
 - A statement affirming the school’s commitment to maintaining a safe and supportive environment for all students and families
4. **Confidentiality and Rights**
 - Notifications will not disclose personally identifiable information about students or families.
 - Staff will be reminded of their obligations under state law and district policy regarding student privacy and the prohibition of discrimination or harassment.
5. **Staff Training**
 - Annual staff training will include procedures for identifying, confirming, and reporting the presence of immigration enforcement, as well as guidelines for communicating with students and families in a trauma-informed manner.
6. **Review and Update**
 - These procedures will be reviewed annually with the School Safety Planning Committee and updated as needed.
 - This section of the CSSP will remain operative until January 1, 2031, consistent with the statutory sunset date.

Board Policy: STU#414_Immigration Enforcement

Site Evacuation Map

Insert school map with evacuation routes HERE.

