

SB 187
Comprehensive
School Safety Plan

Taylor School, 2022-2024



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Board Adopted: FEB. 16, 2023

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The following document is an addendum to the District Comprehensive Safety Plan. The District Comprehensive Safety Plan is the main body of the document. Each school has a site specific document that works in tandem with the District’s plan. The Comprehensive Safety Plan is designed to be utilized as a resource for prevention/mitigation, preparedness, response and recovery planning and training as well as for meeting the guidelines of the Standardized Emergency Management System (SEMS), the National Incident Management System (NIMS) and Title 1, Division 4, Chapter 8 Government Code.

It is a living document to meet site, district and community needs, forms or requirements. It is NOT to be a “grab and go” guide in an actual emergency.

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All sites will refer to the District Comprehensive Safety Plan for all emergency preparedness, safety and operation protocol. All procedures have been standardized throughout the District.

School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. (Ed. Code 35294.1)

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294,1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- A representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

TAYLOR SCHOOL SAFETY TEAM

The members listed below of the Taylor School Safety Planning Committee certify that the requirements of the SB 187 Safety Plan have been met. The meeting minutes and sign-in sheet will substitute for signatures.

Mia Cruz, Principal

Sheri Campos, Classified Employee Representative

Cheryl Pullara, Teacher

Kerrie Lambert, Teacher

Monica Lun, Teacher

Nick Prychodko, Parent

Raja Shah, Parent

Kamaldeep Varmani, Parent

Dexter Arver, Parent/SSC Chairperson

Oscar Ortiz, District Safety Committee Chair

THE TAYLOR SAFE SCHOOL PLAN WAS APPROVED VIRTUALLY BY THE TAYLOR SCHOOL SITE COUNCIL on January 9, 2023.

TAYLOR ELEMENTARY SCHOOL

Safety Plan Goals

Annual Safety Goals

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- Mental Health Data
- State, District or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

Based on data analysis, the School Safety Planning Committee identifies one or two **safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals**. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.

In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups and the Board of Trustees.

The year-end assessment should be completed in May and reported.

TAYLOR ELEMENTARY SCHOOL

Safety Plan Goals

2022-2024

- GOAL 1:** Establish systems and protocols to maintain the safety of all students and staff.
- Strategy 1.1:** Update staff rosters, staff phone trees, and staff emergency situation roles by end of September on an annual basis
- Assessment 1.1:** Documents (staff roster, phone tree, emergency roles)
- Strategy 1.2:** Establish and follow protocols when a student or staff member has been in contact with someone that has been diagnosed with COVID-19 or exhibits symptoms of COVID-19.
- Assessment 1.2:** Protocol provided to staff and community
- Strategy 1.3:** Staff and students will be trained on proper hand washing and use of sanitizer, to take place several times a day, with sanitizer stations throughout the school campus. Hand sanitizer is provided.
- Assessment 1.3:** Presented to staff and students on the first week of school. Proper signage is posted by the sink.
- Strategy 1.4:** Conduct earthquake and fire drills monthly.
- Assessment 1.4:** Schedule earthquake or fire drills monthly (announced and unannounced).
- Strategy 1.5:** Students and staff are recommended to wear face coverings throughout the day in their classrooms. Extra masks are provided as needed.
- Assessment 1.5:** Protocol communicated and posted to families, students and staff.
- Strategy 1.6:** Students exhibiting any COVID-19 symptoms are placed in an isolation area, and sent home.
- Assessment 1.6:** Protocol developed and shared with the community.
- Strategy 1.7:** Drinking fountains turned on and water filling stations are available throughout the school campus.
- Assessment 1.7** Students and staff are using the water filling stations by bringing their own water bottle to campus.

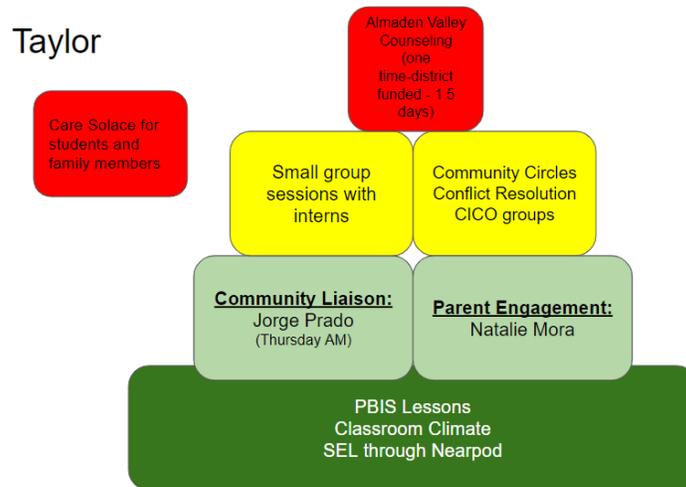
- Strategy 1.8:** Provide two staff members to support students in crossing Woosley Drive and crossing walk in Circle Drive.
- Assessment 1.8:** Yard duty schedule
- Strategy 1.9:** Each teacher and two noon yard duty supervisors have been provided a radio for additional tools of communication.
- Assessment 1.9:** Teachers and staff take and use the radio when needing to communicate with staff members while on yard duty or when they leave their classroom.

Baseline Data 1.1-1.9: Goal 1 will be reviewed during mid school year (December/January).

GOAL 2: School will update the ARCC to ensure adequate necessary supplies in the event of an emergency.

- Strategy 2.1:** Each class will receive a bin, along with a gallon sized zip top bag for every student. Parent letters will accompany the bags home, asking for snacks to be stored inside the ARCC.
- Assessment 2.1:** Confirm storage of classroom bins with ziplock bags for every student by January 31, 2023.
- Strategy 2.2:** Updated materials include masks and hand sanitizer
- Assessment 2.2:** Verify items have been delivered and placed in the ARCC in January 2023. Request/secure replacement items for missing supplies.
- Baseline Data 2.1 /2.2:** ARCC materials are replaced on a rotating basis.

GOAL 3: Provide mental health support for students.



Strategy 3.1 Mental Health Intern support for 1 day a week. (This will begin mid January 2023.)

Strategy 3.2: Outside agency referrals for mental health support through Almaden Valley Counseling Service (1.5 days) and Rebekah’s Children Services for students with Medical.

Strategy 3.3: Parents, students, and staff can be referred through Care Solace.

Assessment 3.1 through 3.3: Number of students being served by mental health support systems.

Strategy 3.4: One of the focus in the Site Learning Plan is on Social Emotional Learning.

Strategy 3.5: Individual School Strategies, such as morning meetings, SEL Lessons, SEL lessons through NearPod, Second Steps, and Scribble Spot.

Assessment 3.4-3.5: Connectedness and Belonging Survey Results

Baseline Data 3.1-3.5: Spring of 2022-Only 18% of 3rd-5th grade Taylor students feel they can go to for advice, to share good news, or talk about a problem that they may have.

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0.14%	0.00%	2.81%	0.02%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	0.84%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

	Suspensions	Expulsions
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Accountability Report Card

Student Group	Rate	Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Attendance Factor:

The attendance factor accounts for the difference between enrollment and attendance. It is the average percentage of enrolled students typically attending school on any given day. The factor is calculated annually using prior school year data.

- 2017-2018 Attendance Factor: 97.26%
- 2018-2019 Attendance Factor: 96.80%
- 2019-2020 Attendance Factor: COVID
- 2020-2021 Attendance Factor: 97.60%
- 2021-2022 Attendance Factor: 93.60%

Chronic absenteeism:

Students are considered chronically absent if they are absent at least 10 percent of the instructional days that they were enrolled to attend in a school. A distinguishing feature of this measure is that the goal is reversed.

2017-2018 Chronic Absenteeism Rate: 4.10%
2018-2019 Chronic Absenteeism Rate: 4.90%
2019-2020 COVID
2020-2021 Chronic Absenteeism Rate: 7.20%

**Chronic Absenteeism by Student Group
(School Year 2020—2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	661	653	47	7.2
Female	324	319	20	6.3
Male	337	334	27	8.1
American Indian or Alaska Native	193	191	0	8.1
Asian	1	1	0	0.0
Black or African American	15	14	2	14.3
Filipino	7	7	0	0.0
Hispanic or Latino	196	195	32	16.4
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	76	76	6	7.9
White	170	166	7	4.2
English Learners	93	93	8	8.6
Foster Youth	0	0	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	127	126	34	27.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	58	58	9	15.5

School Facilities & Safety

Taylor strives to provide a safe and healthy environment for our students and staff.

Providing a safe school is a high priority for Taylor School. To this end, there are continuous improvement processes and collaborative efforts that provide comprehensive health education and a strong academic foundation within a safe and secure learning environment that ensures success for all students.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The data in the table was collected January 2022.

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No action needed.
Interior: Interior Surfaces	Good	No action needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No action needed.
Electrical: Electrical	Poor	Several work orders generated to complete relamps and ballast replacements.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Work order generated to inspect hot water supply.
Safety: Fire Safety, Hazardous Materials	Good	No action needed.
Structural: Structural Damage, Roofs	Good	No action needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No action needed.

www.mca.gov/public/jsp/act/E1096178097430/2022-02/20/2022-02-17-09-AM

Accountability Report Card

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
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Last updated: 2/27/22

Cleaning Process

Taylor provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms, restrooms and high traffic areas. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Taylor's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance

program is administered by Oak Grove School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Additionally, due to COVID-19 pandemic:

Hand sanitizing stations are located in common areas such as lunch areas, front offices, and priority locations identified by the principal.

Students are encouraged to bring their own water bottles to use the available water bottle filling stations. All water fountains are available for students.

The District will provide face masks for staff. All staff are required to wear fabric face coverings unless prevented due to health conditions or instructional/communication needs. In those instances, staff will be provided with a clear face shield. Additional disposable masks and gloves are also available, as needed. HVAC schedules will be set to run at least two hours before and after occupied hours.

HVAC systems have been serviced and inspected across the District to ensure proper operation and circulation of outside air.

Strict cleaning and disinfecting protocols are in place throughout the school campuses. In classrooms, teachers and age-appropriate students will have access to non-toxic materials to maintain the cleanliness of their environment.

TAYLOR SCHOOL EMERGENCY PROCEDURES

Staging Areas

All classes will assemble on the field in the back of campus, in front of the fence.

Command Posts

One indoor and one outdoor area for the Command Center to be stationed in the event of a district emergency.

Primary: Playground, near play structure
Secondary: Cafeteria

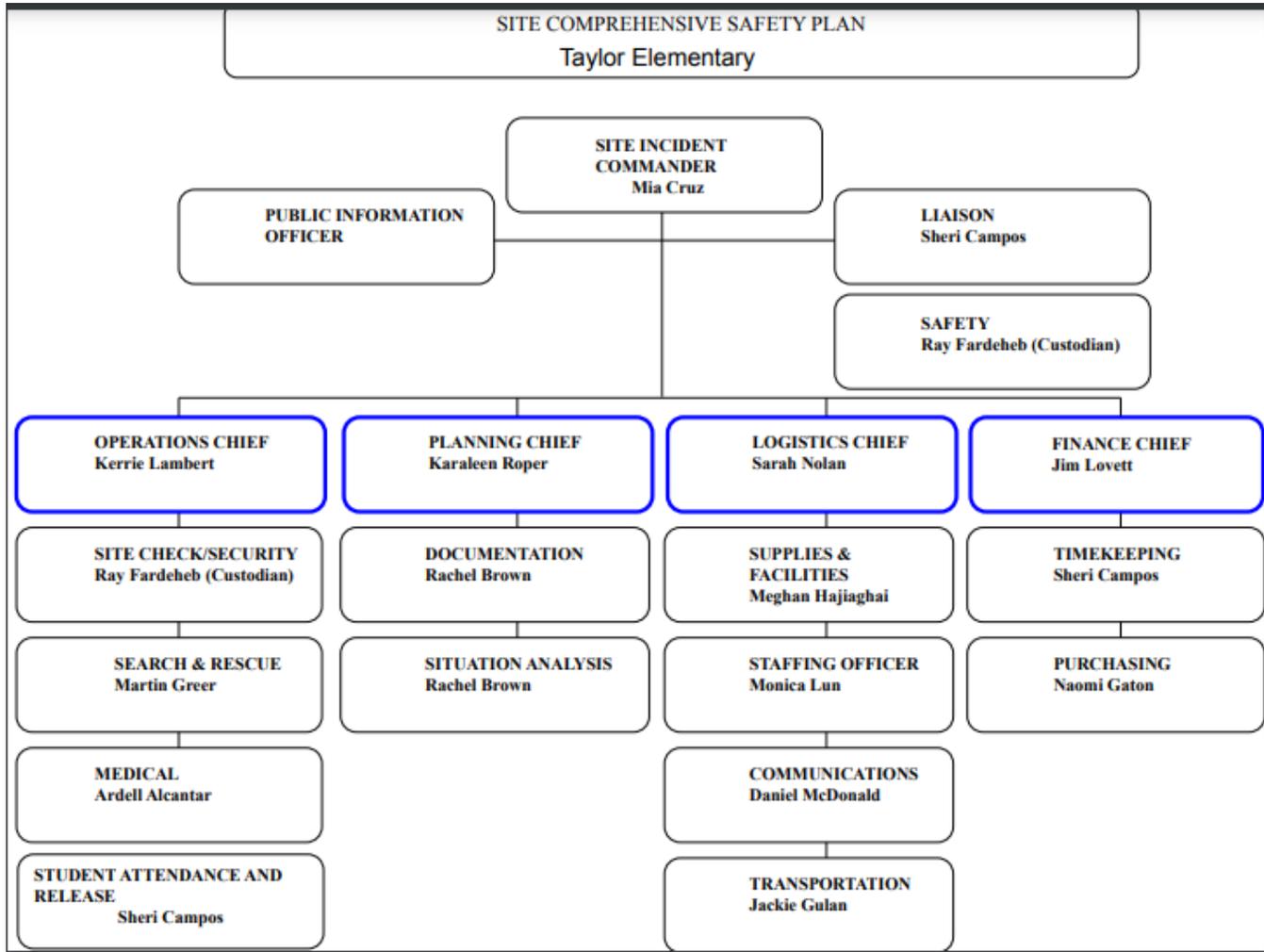
Off Site School Evacuation Centers

Primary: St. Julie's Church

Secondary: La Colina Park

Unification Site	Staffing
St. Julie's Church 366 St. Julie Drive San Jose, CA 95119	Teachers who evacuate.
La Colina Park Lean Avenue & Allegan Circle San Jose, CA 95123	Teachers who evacuate.

Emergency Response Teams



Operations

Team	Team Leader:	Staff Members:
Operations Chief	Kerrie Lambert	Julie Cordy, Dorothy Tran
Security	Ray Fardeheb (Custodian)	Cheryl Pullara
Search & Rescue	Martin Greer	Rob Thompson

Medical	Ardell Alcantar	Julie Stenton, IAs on campus
Student Attendance and Release	Sheri Campos	Marcy Nagatani

Planning

Team	Team Leader:	Staff Members:
Planning Chief	Karaleen Roper	Mia Cruz (if needed)
Documentation	Rachel Brown	Sheri Campos
Situation Analysis	Rachel Brown	Mia Cruz (if needed)

Logistics

Team	Team Leader:	Staff Members:
Logistic Chief	Sarah Nolan	Hillary Ingram
Supplies/Facilities	Meghan Hajiaghai	Ray Fardeheb (Custodian)
Staffing Officer	Monica Lun	Jacinta Gomes
Communication	Daniel McDonald	Rachel Brown
Transportation	Jackie Gulan	Brandee Barrett

Finance

Team	Team Leader:	Staff:
Finance Chief	Jim Lovett	Debbie Cogliandro
Timekeeping	Sheri Campos	Naomi Gatton

Purchasing	Naomi Gaton	Sheri Campos
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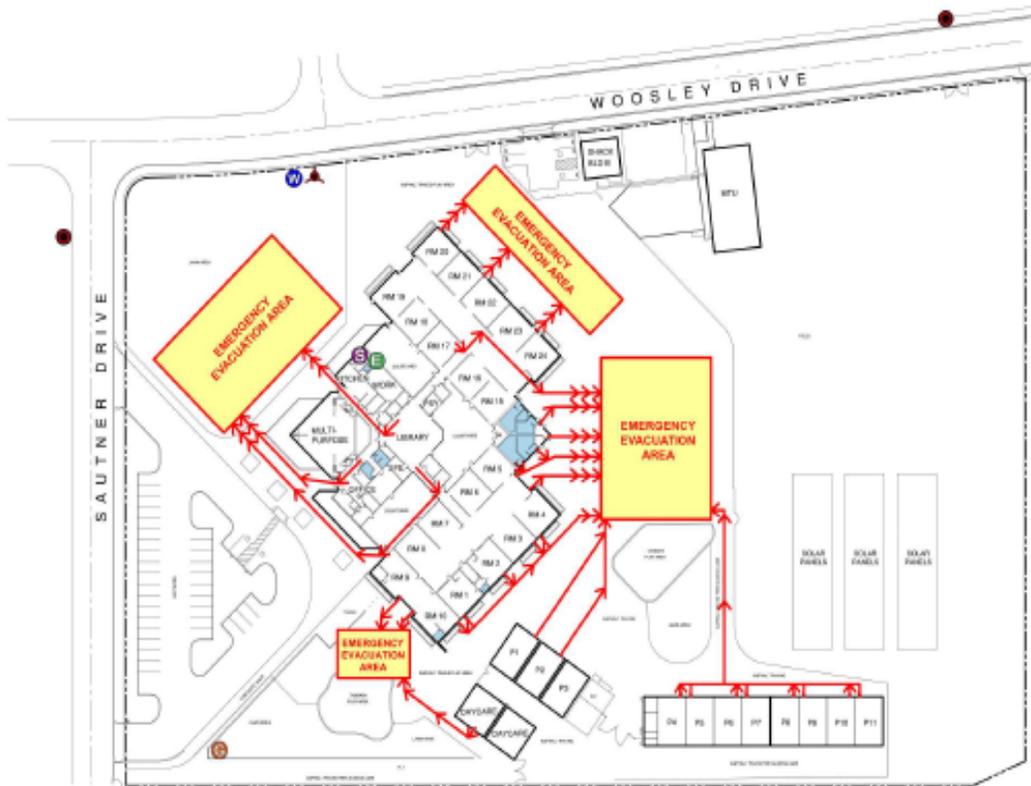
Buddy Teacher System Roster

Site:	Taylor Elementary School	School Year:	2022-2023
Updated prepared by:	Mia Cruz	Date:	12-14-2022

Note: Teachers assigned to lead or have staff assignments should be paired with teachers assigned to the student assembly area. In an emergency, when directed to evacuate to the assembly area, all teachers will take any emergency items and move their classes to the assembly area. Teachers assigned to lead or have staff assignments will then “hand off” responsibility for their class to their Buddy Teacher and report to their emergency assignment.

Responsibility for Remaining with Students		Responsibility for Assuming Emergency Task		Emergency Task
Room #	Teacher	Room #	Teacher	
19	Debbie Cogliandro	17	Marcy Nagatani	Attendance
P	Jennifer Kong	P7	Martin Greer	Search & Rescue
21	Dorothy Tran	20	Karaleen Roper	Planning Chief
6	Jacinta Gomes	4	Monica Lun	Staffing Officer
2	Cheryl Pullara	7	Kerrie Lambert	Operations Chief
P6	Hillary Ingram	P6	Meghan Hajiaghai	Supplies and Facilities
10	Tracey Matsui	1	Jacqueline Gulan	Purchasing (Naomi Gaton)
10	Tracey Matsui	9	Julie Stenton	Triage/First Aid
16	Marrissa Diangson	5	Brande Barrett	Triage/First Aid
P10	Christina Conner	P9	Jim Lovett	Finance Chief
15	Julie Cordy	P4	Sarah Nolan	Logistics Chief
RSP	Rachel Brown	P1	Daniel McDonald	Communications

Evacuation Map



-  FIRE HYDRANT
-  FIRE SPRINKLER CONNECTION
-  WATER MAIN
-  GAS METER
-  ELECTRICAL MAIN
-  A/C DISCONNECT
-  RESTROOMS

EXIT PLAN
TAYLOR ELEMENTARY SCHOOL
 410 SAUTNER DR, SAN JOSE, CA 95123
 OAK GROVE SCHOOL DISTRICT



Ingress/Egress Routes for Evacuation



BEFORE AND AFTER SCHOOL DAY CARE

Oak Grove School District will ensure after-school programs are educated on key parts of emergency management planning, including keeping emergency contact cards up to date and having the most accurate information from parents on who youths are permitted to leave with.

After-school programs are contained within a school's overall emergency management plan.

However, there are important emergency planning considerations specific to after-school programs that may not be addressed in the school's overall emergency management plan, such as:

- How the Incident Command Structure is to operate after school when most staff have left for the day;
- Training of after-school program staff;
- Emergency procedures, especially when some buildings may be closed; and
- Coordination with local emergency responders.

Similar to emergency management planning for schools, after-school programs should also develop plans based upon site-specific issues. Collaborative exercises, site assessments, needs assessments, inventories, meetings, and emergency exercises, including drills and tabletops, would also assist in validating and encouraging adoption of the plan by administrators while promoting sustainability over time.

The District recommends that after-school programs:

- Parallel the schools' plans and procedures, or incorporate their plans into the schools' plans;
- Consult others (rather than plan in a vacuum);
- Include important contact numbers in their plans;
- Include reunification plans;
- Identify personnel for key roles;
- Orient all staff to the plan; and
- Have the plan available at all times.

Preschools will follow the site's Incident Command System and report to the evacuation area as the plan describes.

The Principal will coordinate with all programs on the site including preschool, BASE, and Rock.

EMERGENCY COMMUNICATION NUMBERS

Police, Fire & Rescue, Medical, Sheriff, Hazardous Incident		911	
Emergency from mobile phone		408-227-8911	
Police non-emergency	311	San Jose Mercury	408-920-5444
Sheriff	408-299-3233	TRANSPORTATION EMERGENCY NUMBERS	
Regional Medical Center of SJ	408-259-5000	CHP Goldengate	707-551-4151
Office of Emergencies Services Santa Clara	408-808-7800	CHP Gilroy	408-848-2324
Fire Department	408-277-4619	RADIO AND TV STATIONS	
County of Santa Clara Emergency Medical Services	408-885-4250	KARA 105.7 FM	408-575-1057
Pacific Gas & Electric	800-743-5000	KCBS 740 AM	415-765-4000
American Red Cross	408-577-2178	KFOG 104.5 FM	408-817-5364
San Jose Environmental Services	408-945-3000	KLIV 1590 AM	408-575-1600
City of San Jose Emergency Services	408-277-4595	KLOCK 1170 AM	408-440-0851
Dead Animal Collection	408-578-7297	KGO CH 7	415-954-7777
HazMat	408-277-4659	KNTV CH 11	408-452-4780
Poison Control	800-876-4766	KPIX CH 5	415-362-5550
SDS	800-451-8346	KRON CH 4	415-441-4444
CAL/EPA	916-323-2514	KTVU CH 2	510-834-1212
San Jose Water Resource Board	510-622-2300	SAFETY DATA SHEETS	
OSHA	800-321-6742	HOW TO REQUEST A SDS	
CalOSHA-Fremont	510-794-2521	1-800-451-8346	
San Jose Water	408-279-7900	3E Company	
Highway Patrol	800-835-5247	Provide as much of the following product information as possible:	
CHP Non Emergency	707-551-4100	<ul style="list-style-type: none"> • Produce Name • Manufacturer Name • Product Number (found on side of container) • UPC Code (if available) 	

GENERAL INFORMATION – SCHOOL SAFETY

District Commitment to School Safety

It is the policy of the Oak Grove School District Board of Education that all students enrolled in this district, and all employees employed by this district, have the right to attend campuses, which are safe and secure. The Board believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every school within the District. The Board intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement, and approved by the Board. The school site committee will review these safe school plans on an annual basis and proposed changes will be submitted to the Board for approval.

LEGISLATIVE REQUIREMENTS

The California Education Code (sections 35294.10-35294.15) 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.

This requirement was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause, which stated that this legislation would remain in effect only until January 1, 2000. **See Appendix for Senate Bill 187 Text. 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 187/SB 334 to 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
- Anti-harassment policy
- Sexual 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
- Uniform Complaint process
- Goals on providing a safe and healthy environment

The Comprehensive School Safety Plan will be reviewed and updated 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.