

**SB 187
Comprehensive
School Safety Plan
Process & Templates**



Sakamoto School

6280 Shadelands Dr.

San Jose, CA 95123

Phone: (408) 227-3411

Board Adopted FEB 13, 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.

The following information is school site specific.

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

SAKAMOTO SCHOOL SAFETY TEAM

The undersigned members of the Sakamoto School Safety Planning Committee certify that the requirements of the SB 187 Safety Plan have been met.

Rafael Zavala

Principal

Lee Wassem

School Site Council Member

Janet Williams

School Site Council Member

Raman Maangat

School Site Council Member

Tiffany Cho

School Site Council Member

Nichole King

School Site Council Member

Krystina Miller

Teacher Association Representative

Mary Xu

Teacher Association Representative

Julia Randazzo

Teacher Association Representative

Pam O'Hara

Classified Association Representative

Oscar A. Ortiz

District Safety Committee Chair

**Physical signatures not obtained. Consent to the certification and approval of the Sakamoto School Safety Plan is reflected in School Site Council meeting minutes.*

SAKAMOTO 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.

Sakamoto Elementary School

Safety Plan Goals

2021-2023

This is an interim provisional plan.

GOAL 1: Establish systems and protocols to maintain the safety of all students and staff during the COVID pandemic.

Strategy 1.1: 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 1.1: Protocol provided to staff and community

Strategy 1.2: 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 1.2: Training scheduled and presented to staff and students on the first day of school and ongoing training

Strategy 1.3: Students will be asked to wear face coverings throughout the day in their classrooms and outside of their classrooms. Extra masks are provided as needed.

Assessment 1.3: Protocol developed and shared with the community.

Strategy 1.4: Students sent home with any symptoms placed in an isolation area.

Assessment 1.4: Protocol developed and shared with the community.

Strategy 1.5: Mandated testing for exposed students.

Assessment 1.5: Protocol communicated and posted to families, students and staff.

Baseline Data 1.1: COVID protocols have been very successful.

Comments:

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, activities and comfort items to be stored inside the ARCC.

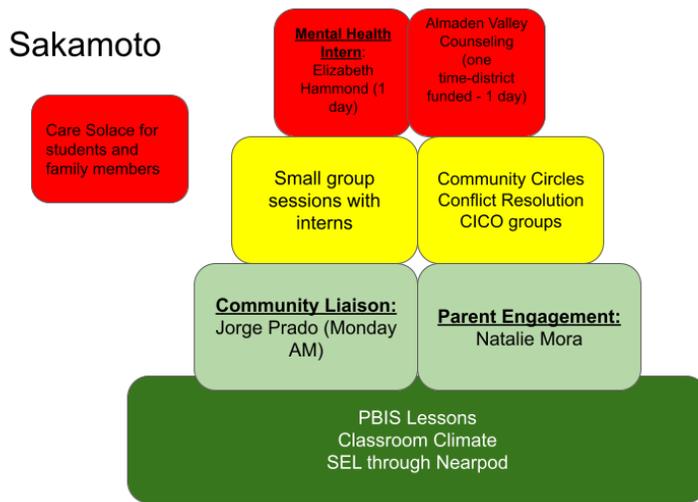
Assessment 2.1: Confirm storage of classroom bins with zip top bags for every student by October. **Extra snacks and activities will be provided for students that do not return a snack and activities from home.**

Strategy 2.2: Updated materials include Rescue Backpacks and [First Aid Supplies](#) that are replaced every 5 years including such items as band aids, bandages, etc.

Assessment 2.2: Verify items have been delivered and placed in the ARCC by January.

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 1.2 days (on-campus)

Strategy 3.2: Social Worker Intern support for 1 days (on-campus)

Strategy 3.3: Outside agency referrals for mental health support through School Linked Services for Alum Rock Counseling, Community Solutions, Rebekah’s Children Services; (on-campus)

Strategy 3.4: Almaden Valley Counseling Center supports for 1 day1 (on-campus)

Strategy 3.5: Parents and students can be referred through Care Solace for individual counseling.

Assessment 3.1 through 3.65: Number of students being served by mental health support systems.

Strategy 3.6: Professional Learning Community focus on Morning Meetings, Socio emotional lessons, SEAL Toolkits and student Check-Ins.

Strategy 3.7: Individual School Strategies, such as Calm Down Corners, Community Circles, SEL Lessons through Nearpod

Assessment 3.6-3.7: Connectedness and Belonging Survey Results for students in grades 3-6, annually. K-2 “take a pulse” survey with parents.

Baseline Data 3.1—3.7: We don’t have any baseline data since this is our first year providing such a variety of mental health support.

Review tardies, absenteeism, expulsion and suspension data.

DUE TO THE COVID-19 PANDEMIC AND MANDATED SCHOOL CLOSURES THAT BEGAN ON MARCH 13, 2020, DISCIPLINE AND ATTENDANCE DATA FOR 2019-2020 AND 2020-2021 IS NOT COMPARABLE TO PREVIOUS YEARS AND WILL THEREFORE NOT BE INCLUDED.

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	1.06%	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	0.78%	0.84%	2.45%
Expulsions	0.00%	0.00%	0.05%

[https://online.azdhs.gov/public/print/43696256072144/2020-2021/2/8/2022 10:59:03 AM](https://online.azdhs.gov/public/print/43696256072144/2020-2021/2/8/2022%2010:59:03%20AM)

Accountability Report Card

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.

Last updated: 1/27/22

Prepared and Reviewed by Student Center

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

Student Group	Suspensions Rate	Expulsions 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

[reonline.org/public/print/43696256072144/2020-2021\[2/8/2022 10:59:03 AM\]](https://reonline.org/public/print/43696256072144/2020-2021[2/8/2022 10:59:03 AM])

accountability Report Card

Students with Disabilities	0	0
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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: 97.44%
- 2018-2019 Attendance Factor: 97.22%
- 2019-2020 Attendance Factor: COVID
- 2020-2021 Attendance Factor: 98.10%
- 2021-2022 Attendance Factor: 92.00%

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: 4.40%
 2018-2019 Chronic Absenteeism Rate: 5.10%
 2019-2020 COVID
 2020-2021 Chronic Absenteeism Rate: 3.60%

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	606	604	22	3.6
Female	282	281	9	3.2
Male	324	323	13	4.0
American Indian or Alaska Native	158	157	2	4.0
Asian	0	0	0	0.0
Black or African American	9	9	1	11.1
Filipino	20	20	0	0.0
Hispanic or Latino	173	173	18	10.4
Native Hawaiian or Pacific Islander	8	8	0	0.0
Two or More Races	62	62	0	0.0
White	173	172	1	0.6
English Learners	84	83	2	2.4
Foster Youth	2	2	2	100.0

<https://online.azdhs.gov/public/print/436962560721-44/2020-2021> [2/8/2022 10:59:03 AM]

Accountability Report Card

Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	104	104	17	16.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	91	91	9	9.9

School Facilities & Safety

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

Sakamoto School is one of 19 schools in the Oak Grove School District in South San Jose. 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 2017.

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 issues.
Interior: Interior Surfaces	Fair	Work orders generated to replace stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No issues.
Electrical: Electrical	Poor	Work orders generated to address multiple light outs, repair of lighting sensors, and repair of clock/bell issues.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Work order generated to repair leaking P-trap at faculty sink.
Safety: Fire Safety, Hazardous Materials	Good	No issues.
Structural: Structural Damage,	Good	No issues.

Source: [https://www.sdsos.org/yulike/portal/1198617487224102828-1022\(2018/01/11%2010:00%20AM\)](https://www.sdsos.org/yulike/portal/1198617487224102828-1022(2018/01/11%2010:00%20AM))

4. Accessibility Report Card

Facilities

External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No issues.
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Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/24/22

Cleaning Process

Sakamoto 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 and restrooms. 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 Sakamoto'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.

Water fountains are disabled. Students are encouraged to bring their own water bottles and water filling stations on campus.

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 one hour before and after occupied hours.

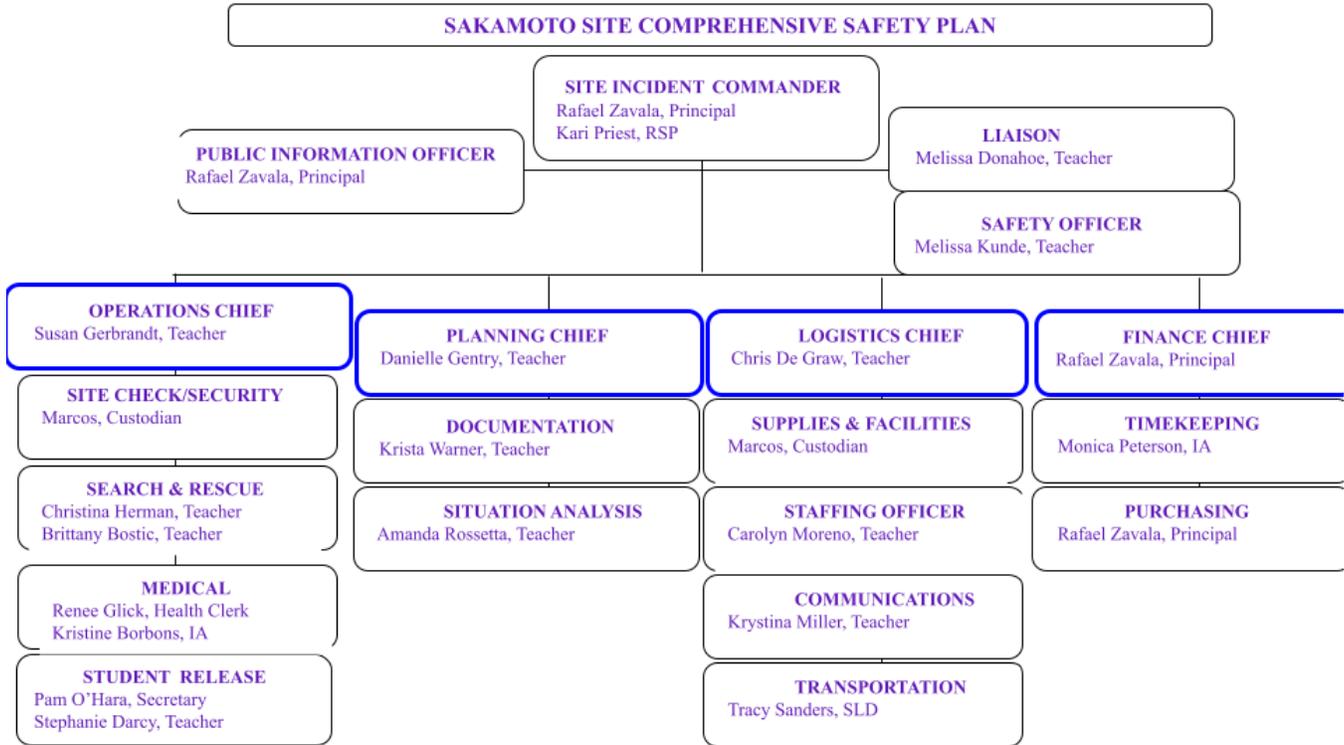
HVAC systems have been serviced and inspected across the District to ensure proper operation and circulation of outside air.

The district provided mist disinfectant sprayers will enable custodial staff to more efficiently disinfect our campuses. The units spray a fine mist of disinfectant solution that is statically charged and then adheres to the surfaces in the room ensuring coverage. Detailed attention will be given to high-touch areas such as door handles, desktops, sink handles, handrails and restrooms throughout the day.

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.

SAKAMOTO SCHOOL EMERGENCY PROCEDURES

SAKAMOTO ICS TEAM



Staging Areas – Sakamoto

Insert Primary and Secondary Locations

Command Posts

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

- Primary: On blacktop outside of the door to the kitchen hallway and near the kindergarten playground entrance.
- Secondary: Staff room

Off Site School Evacuation Centers

To be determined in conjunction with the Director of Facilities

Primary: Herman Intermediate School - 5955 Blossom Ave., San Jose, CA 95123

Secondary: Apostles Lutheran School - 5828 Santa Teresa Ave., San Jose, CA 95123

Unification Site	Team Leader:	Staffing:
Herman Intermediate School	Rafael Zavala	All Staff
Apostles Lutheran School	Rafael Zavala	All Staff

Emergency Response Teams

Operations

Team	Team Leader:	Staff Members:
Operations Chief	Susan Gerbrandt	
Security		Marcos
Search & Rescue		Christina Herman Brittany Bostic
Medical		Renee Glick Kristine Bourbons
Student Attendance and Release		Pam O'Hara Stephanie Darcy

Planning

Team	Team Leader:	Staff Members:
Planning Chief	Danielle Gentry	
Documentation		Krista Warner
Situation Analysis		Amanda Fickett

Logistics

Team	Team Leader:	Staff Members:
Logistic Chief	Chris De Graw	
Supplies/Facilities		Marcos
Staffing Officer		Carolyn Moreno
Communication		Krystina Miller
Transportation		Tracy Sanders

Finance

Team	Team Leader:	Staff:
Finance Chief	Rafael Zavala	
Timekeeping		Monica Peterson
Purchasing		Rafael Zavala

Buddy Teacher System Roster

Site:	Sakamoto Elementary School	School Year:	2022-2024
Updated by: Rafael Zavala		Date:	12-4-22

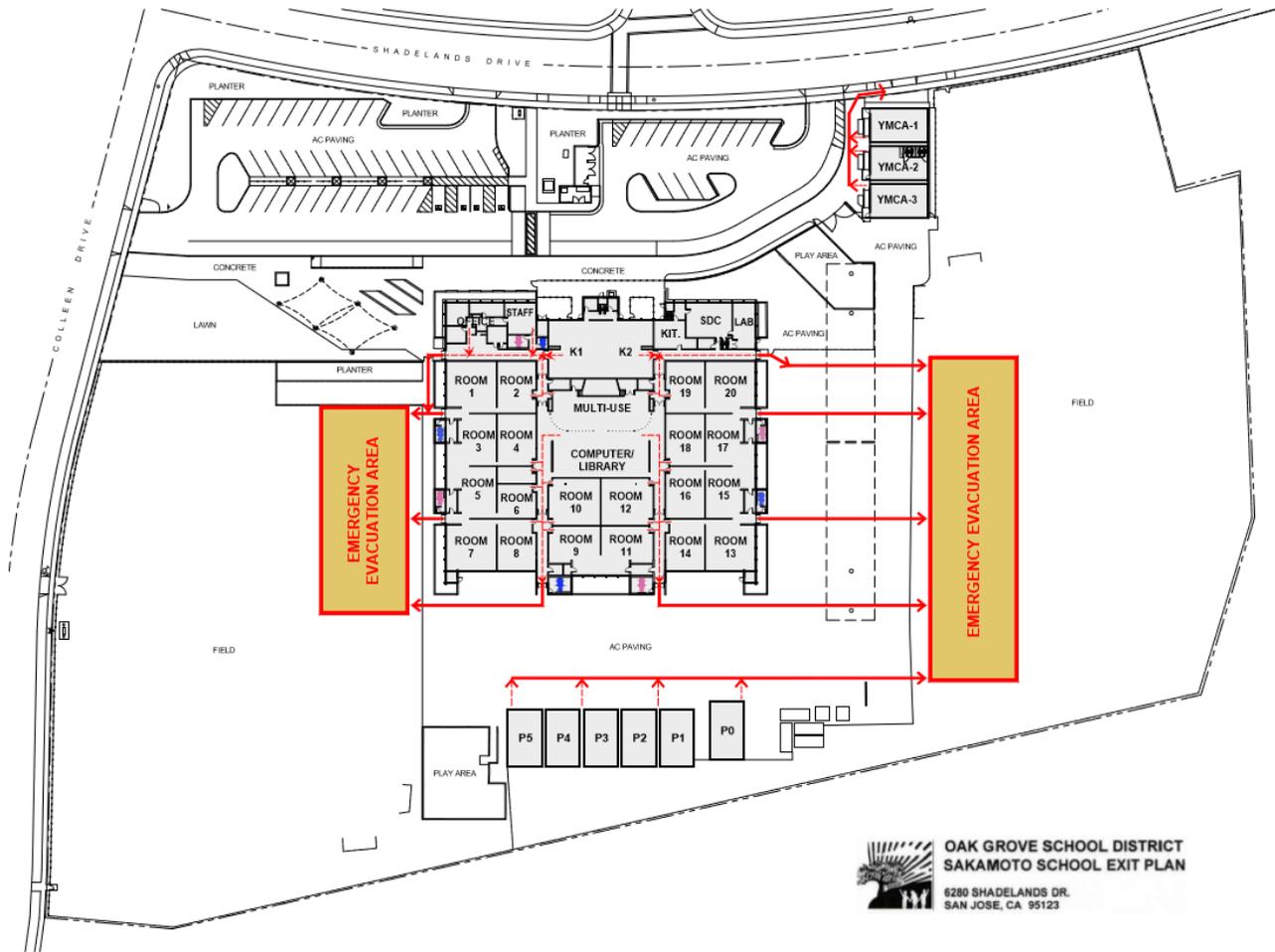
This list should be updated in September of each school year to accommodate any staff changes.

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.

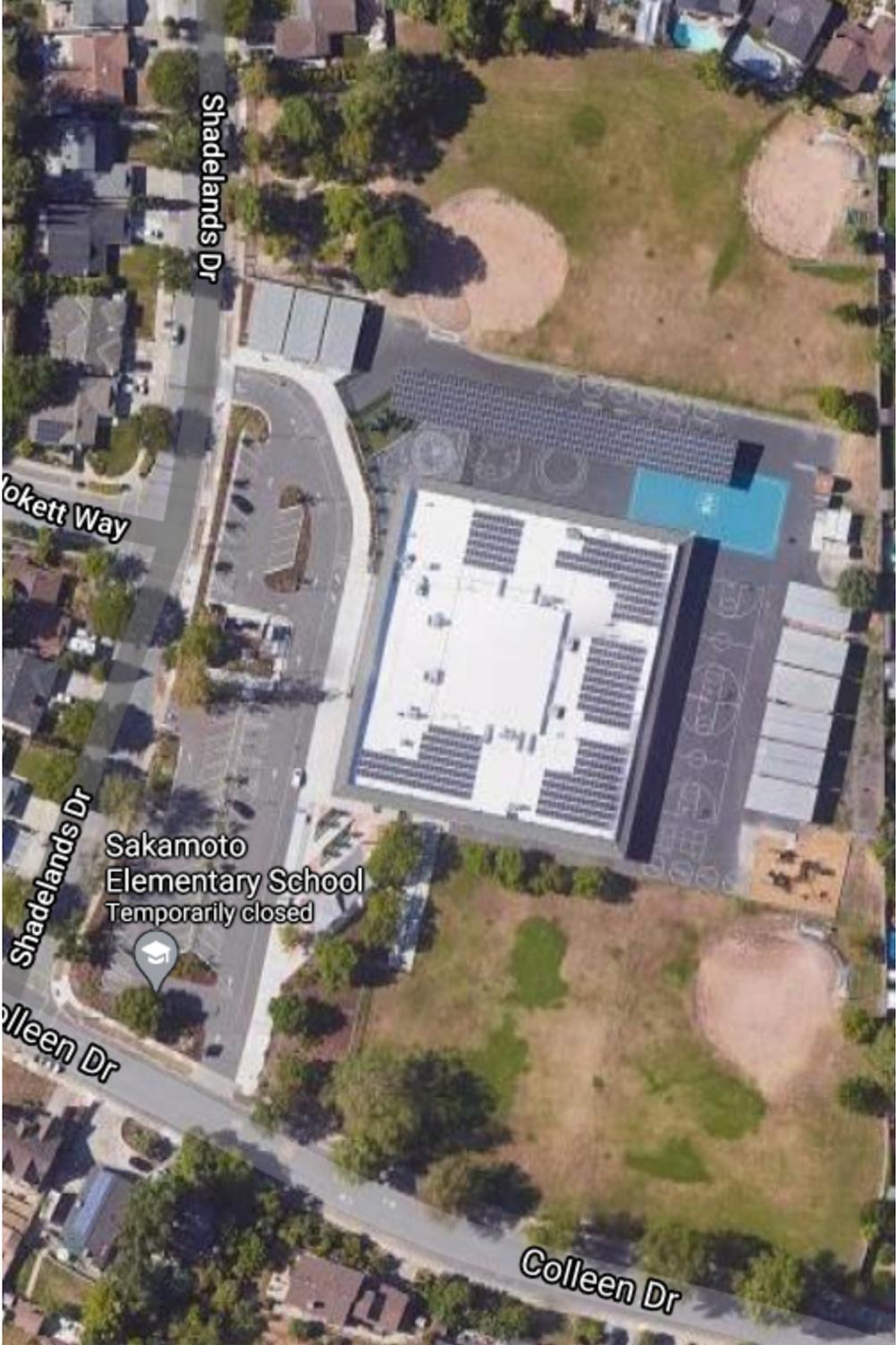
Responsibility for Remaining with Students		Responsibility for Assuming Emergency Task		Emergency Task
Room #	Teacher	Room #	Teacher	
K-1	Julia Randazzo	20	Carolyn Moreno	Staffing Officer
		K-2	Brittany Bostic	Search & Rescue
21	Megan Duffy			
11	Janae Pierre	15	Susan Gerbrandt	Operations Chief
		16	Melissa Kunde	Safety Officer
14	Linette Miranda			
17	Michelle Scheid	12	Danielle Gentry	Planning Chief
		13	Melissa Donahoe	Liaison Officer
2	Kara Solomon/ Dennis Gluhan	3	Krystina Miller	Communications
		4	Chris DeGraw	Logistics Chief
18	Julie Rau			
P-3	Maddie Marshall	1	Amanda Rossetta	Situation Analysis
		5	Krista Warner	Documentation

Responsibility for Remaining with Students		Responsibility for Assuming Emergency Task		Emergency Task
Room #	Teacher	Room #	Teacher	
P-1	Jennifer Provenzano	P-2	Stephanie Darcy	Student Release
P-5	Lisa Mora/Bevlee Doran	P-4	Christina Herman	Search & Rescue

Evacuation Map



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, such as Boys and Girls Club, Champion, BASE, YMCA, etc.

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

RADIO AND TV STATIONS

Fire Department

408-277-4619

KARA 105.7 FM

408-575-1057

County of Santa Clara

408-885-4250

KCBS 740 AM

415-765-4000

Emergency Medical Services

Pacific Gas & Electric

800-743-5000

KFOG 104.5 FM

408-817-5364

American Red Cross

408-577-2178

KLIV 1590 AM

408-575-1600

San Jose Environmental Services

408-945-3000

KLOCK 1170 AM

408-440-0851

City of San Jose Emergency
Services

408-277-4595

KGO CH 7

415-954-7777

Dead Animal Collection

408-578-7297

KNTV CH 11

408-452-4780

HazMat

408-277-4659

KPIX CH 5

415-362-5550

Poison Control

800-876-4766

KRON CH 4

415-441-4444

SDS

800-451-8346

KTVU CH 2

510-834-1212

CAL/EPA

916-323-2514

SAFETY DATA SHEETS

San Jose Water Resource Board

510-622-2300

HOW TO REQUEST A SDS

1-800-451-8346

OSHA

800-321-6742

3E Company

CalOSHA-Fremont

510-794-2521

Provide as much of the following product information as possible:

San Jose Water

408-279-7900

- Produce Name
- Manufacturer Name
- Product Number (found on side of container)
- UPC Code (if available)

Highway Patrol

800-835-5247

CHP Non Emergency

707-551-4100

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 by **the Sakamoto School Site Council** 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.