

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

**Anderson School**



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Board Adopted \_\_\_\_\_

## **TABLE OF CONTENTS**

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.

### **Table of Contents**

Safety Plan Signature Page.....	4
Safety Plan Goals.....	5
Incident Command System Team.....	10
Command Posts.....	11
Emergency Response Teams.....	12
Evacuation Map.....	18
Ingress and Egress Map.....	19
Before and After School Care.....	20
Emergency Communication Numbers.....	21
Legal Requirements.....	22

**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

**ANDERSON SCHOOL SAFETY TEAM**

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

Sarah Kates-March

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Sarah Kates-March, Principal

Kate Ruffo

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School Site Council President

Lisa Cowan

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Teacher Association Representative

Jazmin Rodriguez

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Classified Association Representative

Audrey Austrie-Holmes

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Parent Representative

Oscar A. Ortiz

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District Safety Committee Chair

**THE ANDERSON SAFE SCHOOL PLAN WAS APPROVED VIRTUALLY BY THE ANDERSON SCHOOL SITE COUNCIL ON January 18, 2024.**

# ANDERSON ELEMENTARY SCHOOL

## Safety Plan Goals

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### 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.

**Alex Anderson Elementary School**  
**Safety Plan Goals**  
**2023-2025**

**GOAL 1: Increase the safety of all students and staff by installing various security measures**

**Strategy 1.1:** Installation of cameras throughout the school campus

**Assessment 1.1:** Installation has been completed

**Strategy 1.2:** Provide software with recording capabilities as well as live viewing options

**Assessment 1.2:** Installation has been completed

**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.

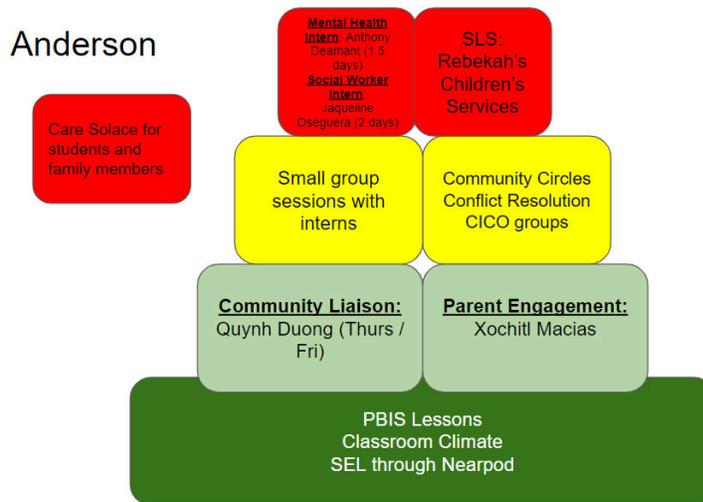
**Assessment 2.1:** Confirm storage of classroom bins with zip top bags for every student by October.

**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.

**GOAL 3: Provide mental health support for students.**

Student Services Pyramid :



**Strategy 3.1:** Mental Health Intern support for 3 days

**Strategy 3.2:** Social Worker Intern support for 1 days

**Strategy 3.3:** Outside agency referrals for mental health support through School Linked Services for Alum Rock Counseling, Community Solutions, Rebekah's Children Services;

**Strategy 3.4:** Parents and students can be referred through Care Solace

**Assessment 3.1 through 3.5:** Number of students being served by mental health support systems.

**Strategy 3.5:** Professional Learning Community focus on \_\_\_\_\_

Empathy interviews

Morning meetings

SEAL Toolkit

SEL Lessons

**Strategy 3.6:** Individual School Strategies, such as Calm Down Corners, Community Circles, SEL Lessons through Nearpod

**Assessment 3.7:** Connectedness and Belonging Survey Results

**Baseline Data 2.1 /2.2:** Number of referrals to Mental Health Interns, Almaden Valley and Care Solace.

## ANDERSON ELEMENTARY SCHOOL

Review tardies, absenteeism, expulsion and suspension data.

### 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 for School Year 2019–20 Only

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

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.15%	0.84%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

#### Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	1.34%	0.02%	2.08%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

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 by Student Group  
(School Year 2021–22)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	1.34	0.00
Female	0.41	0.00
Male	2.16	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.95	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.38	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.26	0.00
White	1.85	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.82	0.00

### 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: 95.82%
- 2018-2019 Attendance Factor: 95.73%
- 2019-2020 Attendance Factor: COVID
- 2020-2021 Attendance Factor: 96.50%
- 2021-2022 Attendance Factor: 91.60%
- 2022-2023 Attendance Factor: 91.98%

### 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: 9.00%
- 2018-2019 Chronic Absenteeism Rate: 8.90%
- 2019-2020 COVID
- 2020-2021 Chronic Absenteeism Rate: 9.4%
- 2021-2022 Chronic Absenteeism Rate: 30.3%

**Chronic Absenteeism by Student Group  
(School Year 2021–22)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	523	508	154	30.3
Female	245	239	70	29.3
Male	278	269	84	31.2
American Indian or Alaska Native	3	3	1	33.3
Asian	105	102	21	20.6
Black or African American	14	14	4	28.6
Filipino	32	32	8	25.0
Hispanic or Latino	289	277	110	39.7
Native Hawaiian or Pacific Islander	6	6	2	33.3
Two or More Races	19	19	2	10.5
White	54	54	6	11.1
English Learners	191	184	54	29.3
Foster Youth	1	1	1	100.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	223	215	82	38.1
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	83	80	22	27.5

## **School Facilities & Safety**

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

Anderson School is one of 19 schools in the Oak Grove School District in South San Jose, serving 590 transitional kindergarten through sixth grade students. The school is rich in diversity: 17 languages are spoken by students, 4 special education classrooms meet the needs of 70 students with disabilities ranging from special learning disabilities to autism. We focus on supporting the whole child and engage in positive behavior practices following “BARK Rules” for behavior (Be Safe, Academic, Respectful, and Kind). We work, as much as possible, on full inclusion models for learning where all students are part of a community of success.

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 December 2019.

**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 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Work orders have been generated to address stained ceiling tiles and flooring stains.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	Work orders have been generated to replace lights and ballasts.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	The restrooms were found to be in Good condition. Work orders have been generated for the classroom sink issues found in the main building and classroom portable buildings.

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate**

Year and month of the most recent FIT report: January 2023

Overall Rating	Fair
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Last updated: 2/1/23

Cleaning Process

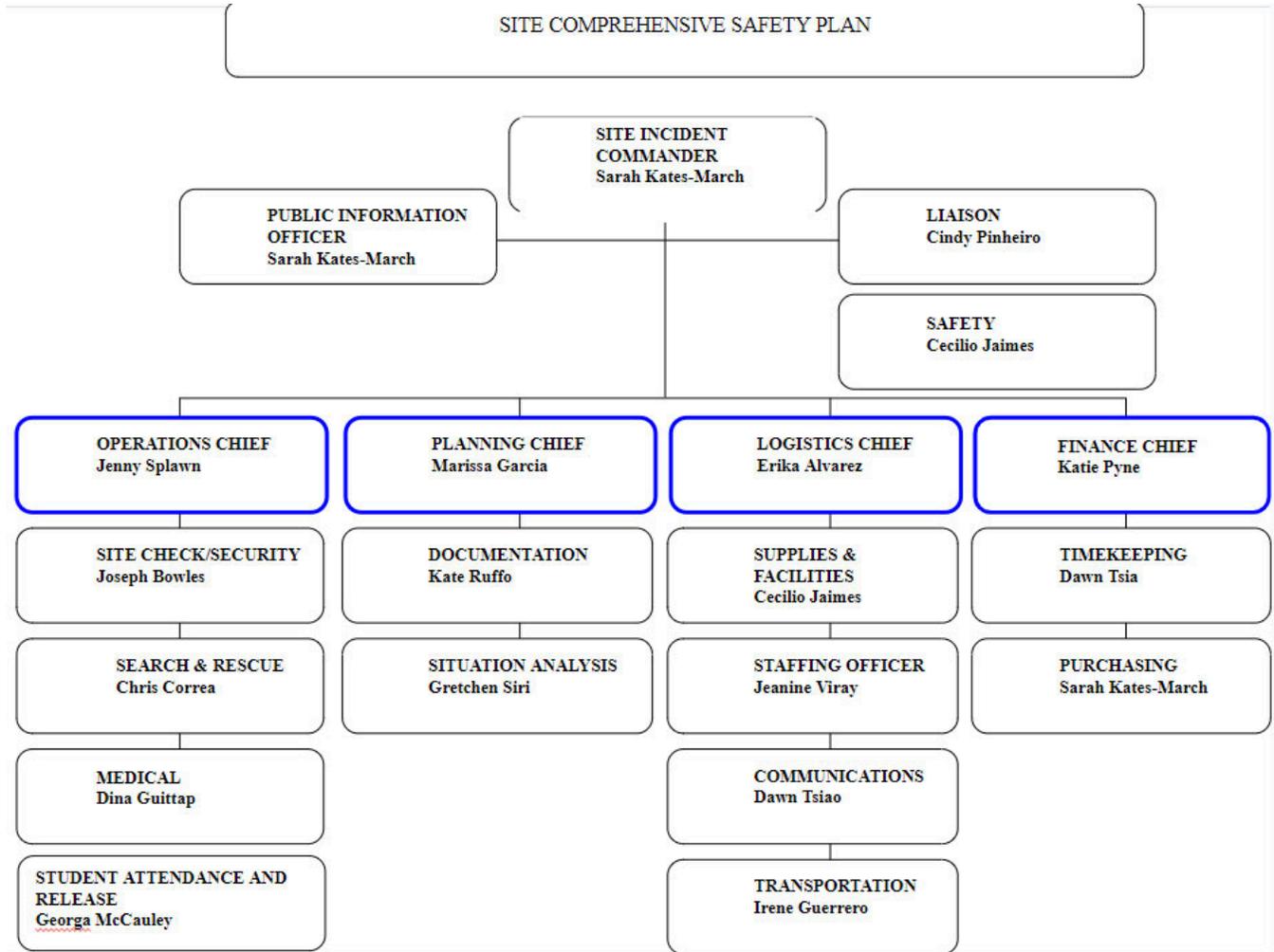
Anderson provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students 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 Anderson’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.

# ANDERSON SCHOOL EMERGENCY PROCEDURES

## ANDERSON ICS TEAM



# Staging Areas – Anderson

## 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: Front Office

Secondary: Outside near the snack shack by the Bangor St. gate.

### Off Site School Evacuation Centers

To be determined in conjunction with the Director of Facilities

Unification Site	Staffing	
Miner Park	All evacuated staff	
Southside Community Center	All evacuated staff	

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# Emergency Response Teams

## Operations

Team	Team Leader:	Staff Members:
Operations Chief	Sarah Kates-March	
Security	Joseph Bowles	
Search & Rescue	Chris Correa	
Medical	Jazmin Rodriguez	
Student Attendance and Release	Cindy Pinheiro	

## Planning

Team	Team Leader:	Staff Members:
<b>Planning Chief</b>	Marissa Garcia	
Documentation	Jenny Splawn	
Situation Analysis	Jeanine Viray	

## Logistics

Team	Team Leader:	Staff Members:
<b>Logistic Chief</b>	Jenny Splawn	
Supplies/Facilities	Cecilio Jaimes	
Staffing Officer	Jeanine Viray	
Communication	Dawn Tsiao	
Transportation	Irene Guerrero	

## Finance

Team	Team Leader:	Staff:
Finance Chief	Katie Pyne	Erika Alvarez
Timekeeping	Laura Demaree	
Purchasing	Sarah Kates-March	Holly May

Buddy Teacher System Roster

Site:	Anderson Elementary School	School Year:	2023-2025
Updated prepared by:	Sarah Kates-March	Date:	1/02/2024

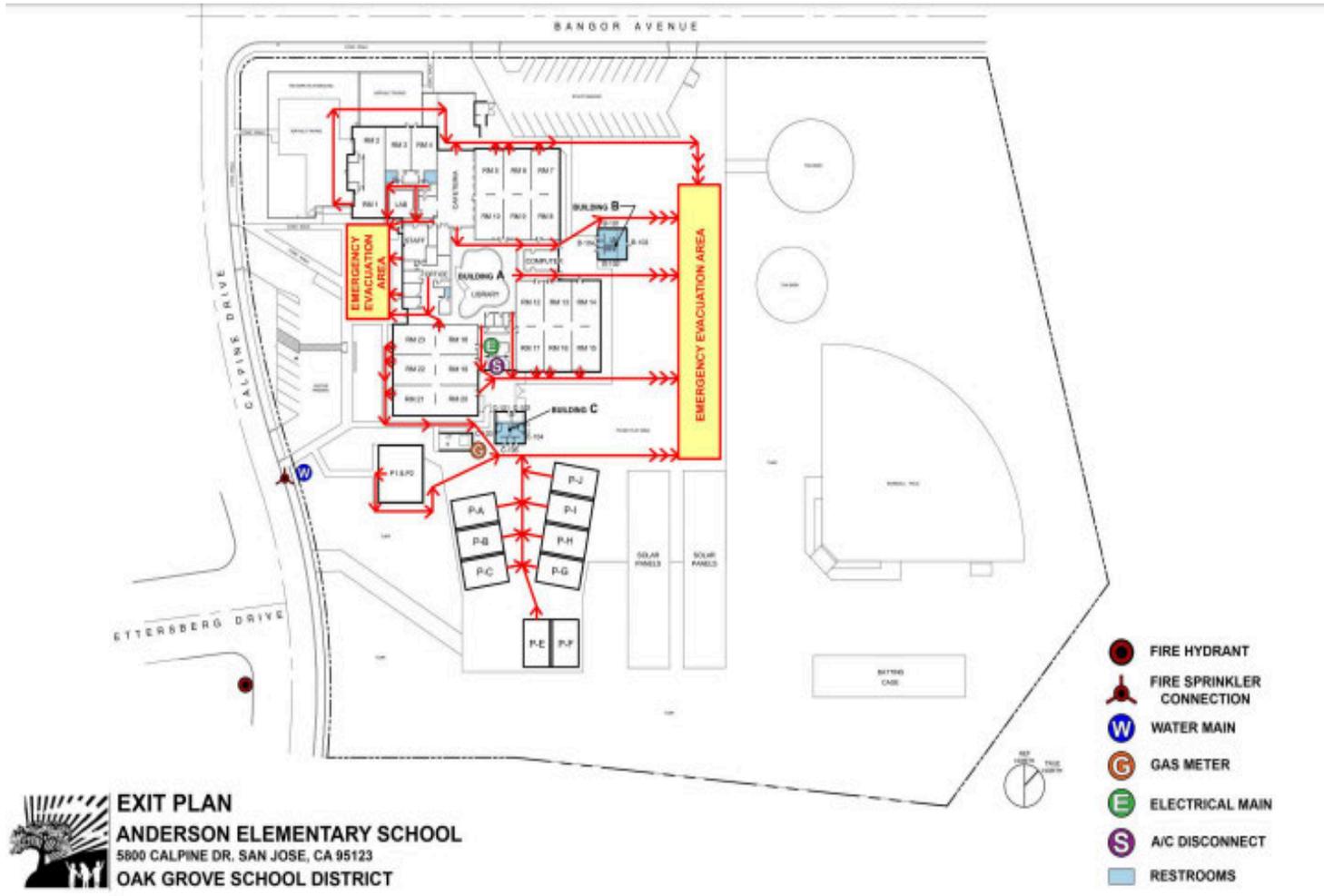
*This list should be updated in September of each school year to accommodate any staff changes.*

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 assign

Responsibility for Remaining with Students		Responsibility for Assuming Emergency Task		Emergency Task
Room #	Teacher	Room #	Teacher	
1	Cindy Bosworth			
2	Lisa Cowan			
3	Deepika Mahra			
4	Lori Gitin-Garcia			
5	EMPTY			
6	Rebecca Chiang			
7	Jenny Thetford			
8	Coaching Room			
9	Tana Windhorst	P-G	Dawn Tsiao	Communications
10	Kate Ruffo	3	Holly May	Operations Chief
12	Josue Ramirez			
13	EMPTY	14	Katie Pyne	Finance Chief
14	Katie Pyne			
15	Kathie Jussen			
16	Kim Johnson			

17	Jeremy Rice			
18	Nancy Paul			
19	Terri Hodges			
20	Sherylann Ganitano			
21	Gutierrez/Scharmer			
22	Anya Chen			
23	Alina Kapilevich			
P-A	Staff Meeting Room			
P-B	DESIGN LAB			
P-C	Stacy Sliger			
P-E	Tri Luong			
P-F	N/A			
P-G	Dawn Tsiao			
P-H	Cecilia Guevarra			
P-I	Think Together			
P-J	B.A.S.E.			

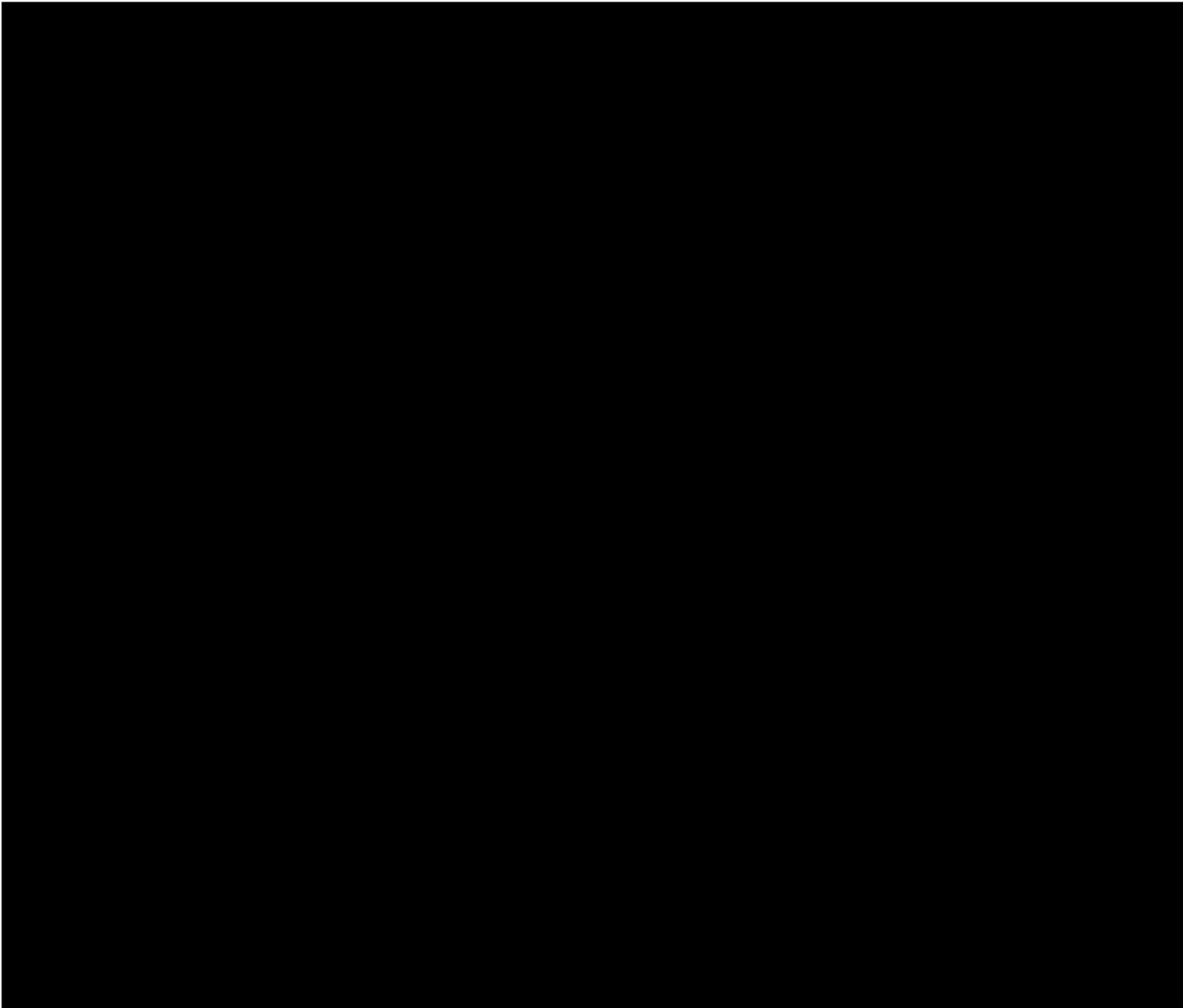
# Evacuation Map



**EXIT PLAN**  
**ANDERSON ELEMENTARY SCHOOL**  
 5800 CALPINE DR. SAN JOSE, CA 95123  
 OAK GROVE SCHOOL DISTRICT

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

**Ingress/Egress Routes for Evacuation**





## **Before and After-School Programs on Oak Grove School District Campuses**

As part of SB 187, the Oak Grove School District recognizes the importance of tailoring the Comprehensive Safety Plan for after-school programs. The District requires that all after-school program providers (BASE, Boys & Girls Club, Catalyst, Champions, Think Together, Headstart) annually share Agency-specific:

- Safety Plans and Procedures
- Staff Directory and Leadership Contacts

While after-school programs are included in each school's site-specific safety plan, there may be multiple program providers operating on campus after school that may not be addressed in each program provider's or school site's overall plan. To ensure that all preschool, before and after-school programs on OGSD campuses are prepared in the untimely event of an emergency, the district recommends that these partners (BASE, Boys & Girls Club, Catalyst, Champions, Think Together, Headstart) meet annually with their school site administration to:

1. Review and update school-specific Safety Plans to include their program hours
2. Identify the common Hazards of Before and Afterschool Access and Locations
3. Collaborate to Identify Key Emergency Roles and Responsibilities Before and After School
4. Understand Facilities, Equipment, and Emergency Supplies Access

To Confirm that each school site is adequately prepared after school, the Oak Grove School District will convene all Preschool, Before and Afterschool program providers (BASE, Boys & Girls Club, Catalyst, Champions, Think Together, Headstart) annually to review and discuss:

- District Plans and Protocols
- Develop Coordinated Communication Plans
- Coordination and Implementation of Emergency Disaster Drills

## **Licensed Preschool Programs on Oak Grove School District Campuses**

Licensed Preschool Programs will follow all State Regulatory requirements for Disaster and Mass Casualty Planning including but not limited to:

- Each licensee shall have a disaster and mass casualty plan of action. The plan shall be in writing and shall be readily available.
- The plan shall be subject to review by the Department and shall include:
- Designation of administrative authority and staff assignments.
- Contingency plans for action during fires, floods, and earthquakes including, but not limited to, the following:
  - Fire safety plan.
  - Means of exiting.
  - Transportation arrangements.

- Relocation sites that are equipped to provide safe temporary accommodations for children.
- Supervision of children during evacuation or relocation, and contact after relocation to ensure that relocation has been completed as planned.
- Means of contacting local agencies, including but not limited to the fire department, law enforcement agencies, and civil defense, and other disaster authorities.
- Any special methods and procedures necessary for the evacuation and relocation of non-ambulatory children.
- The licensee shall instruct all children, age, and abilities permitting, and all childcare personnel, including volunteers, in their duties and responsibilities under the plan.
- Disaster drills shall be conducted at least every six months.
- The drills shall be documented. This documentation shall be kept in the childcare center for at least one year.

RESOURCES:

[Disaster Resources/Department of Social Services](#)

[Disaster Preparedness/CA Childcare Health Program](#)

[Stay Safe Procedures in Early Childhood Programs/Head Start](#)

## **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 B 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 Anderson 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.