



Lakewood Elementary School

COMPREHENSIVE SCHOOL SAFETY PLAN

EFFECTIVE DATES December 12, 2019- December 12, 2020

Pam Cheng
Principal/Administrator

Plan Developed By	Title
Pam Cheng	Principal
Laura Smith	Teacher
Patty Martinez	Administrative Staff, Parent
Jenna Barats	Teacher
Andrea Kidd	Parent, SSC chair
Ray Strom	Neighborhood Resource Officer
Yanet Guerrero	Parent, ELAC chair

Public Hearing Date

December 12, 2019

Date Adopted by School Site Council

November 5, 2019

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Comprehensive School Safety Plan

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Membership Lakewood Elementary School

School Site Council or Delegated School Safety Planning Committee Members Date: 10/18/18	Principal or designee	Classified Employee	Teacher Rep of Certificated Employees	Parent	Law Enforcement	Other School Staff	Community Representative	Student	Other (specify)
(A)	(B)	(C)	(D)	(E)	(F)	(G*)	(H*)	(I*)	(J*)
Pam Cheng	X								
Jenna Barats			X						
Laura Smith			X						
Patty Martinez		X							
Andrea Kidd				X					
Yanet Guerrero				X					
Ray Strom (NRO)					X				

*Optional members

Lakewood Elementary School Vision

The mission of Lakewood School is to instill in our students high standards for academic achievement, integrity, leadership, and responsible citizenship. We also use the research-based "Seven Correlates of Effective Schools" to guide our specific achievement goals:

1. A safe and orderly school environment
2. A climate of high expectations for success
3. Strong instructional leadership
4. A clear and focused mission
5. An opportunity to learn and student time on task
6. Frequent monitoring of student progress
7. Positive home-school relations

A Place to Learn and Grow (Learning Environment)

Our learning community is characterized by our students' strong relationships to the adults at school, a caring and collaborative culture among students and staff, and targeted teaching to differentiate instruction to our students' needs.

What We Teach (Curriculum)

We plan, teach, and support students' understanding and application of California Common Core Standards, social emotional skills, and integrated technology through academic language and writing across content areas.

How We Teach and Learn (Instruction)

Our instruction includes clear learning goals, differentiated supports, and an emphasis on effective communication through a variety of media and culturally relevant practices.

The Ways We Work (Professional Growth, Planning and Environment)

At Lakewood school, students' education will be driven by student needs and addressed through professional development, teacher collaboration, and parent involvement. The school's time and resources will support continuous improvement among students, staff members, and community members.

Foundations for Learning (Parent Involvement and Student Support)

The Lakewood community feels a sense of pride and ownership of the school and celebrates its diversity. We are proactive in engaging parents as a part of the community. We strive to partner in the privilege of preparing and supporting our children for learning and success.

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Data Analysis Lakewood Elementary School

Data Source	2016-2017	2017-2018	2018-2019
Attendance Rates			
Average Daily Attendance	95.7%	96.2%	95.4%
Chronic Absenteeism Rate	7.1%	0.7%	0.7%
School Climate Survey Data			
Suspensions – Out-of-School	6	3	4
Suspensions – In-School	0	4	0
Expulsions	0	0	0
Referrals	154	255	203

Data Source: CALPADS, PowerSchool, SWIS

Conclusions from Data:

2019 Panorama student, parent, and staff survey reveals that the areas which our school is focusing on for SEL or "EQ" are areas where our students show strength: Growth Mindset is in the 80-99th %ile, Emotional Regulation (60-79th %ile) and Social Awareness (40-59th %ile). Our students express experiencing slightly more loneliness this year than last year's surveys. Parents' lowest areas are about Family Support (knowing their children's friends) and Family Efficacy (eg. opportunities to engage with other parents). This data supports our community building events in partnership with our PTA, proactive support of students' engagement with peers, and continued explicit teaching in Growth Mindset and Social Emotional Learning competencies.

SWIS data changes with changing student population and needs, and is used to signal when interventions may be needed for specific students or groups of students. 2019-2020 comparisons reveal increases with increasing student needs, as well as decrease at the beginning of the 2019-2020 when pre-emptive interventions were put into place for the start of the school year.

Our boys are referred for discipline or behavior support at a rate just under 3 times that for girls (about 56 boys vs 27 girls.) African American students and Latino students are disproportionately referred to the office for support, signifying a need for capacity building and additional supports with these populations of students in our school context.

Kindergarteners and first graders were most likely to be referred (66 and 60 referrals respectively for the year), 50% greater than the next grade level, 5th grade (35 for the year). These referrals reflect need for explicit instruction and support during their less structured times of the day (recess, lunch, transitions to ELD).

Classroom referrals increased in 2018-2019 as we provided teachers digital access to referrals and addressed playground and multi issues with systems of teaching and supporting appropriate recess and lunch time behaviors.

Conclusions from Parent, Teacher and Student Input:

The increase in classroom referrals reflect a more proactive approach to identifying student conflict and needs across staff members, including noon duties and our recess time coach. The referrals were used to target specific learning needs for less structured times and have led to decreases in suspensions. Our teachers and PBIS team members reflected on the disproportionate rates of African American and Latino referrals and worked with behavior specialists to identify ways to engage and support all students with strong relationships. All classrooms will start students' days with individual threshold greetings, have

class meetings 2+ times a week to build community and conflict resolution skills, and will document behavior needs early on (with new PBIS guidelines for parent engagement through behavior challenges) for proactive support of students with behavior needs.

List Data Sources Reviewed and How the Data Determined the Goals: surveys, focus groups, discipline, and attendance. Data sources reviewed include: 2018-2019 SWIS data and suspension data. The school holds progress monitoring meetings with the staff three times a year to monitor student learning, then shares information with the broader staff members and parent community through ELAC, School Site Council, and monthly Principal's coffee meetings.

Areas of Pride and Strength (include school programs and practices that promote a positive learning environment). All classrooms have shared school rules, with expectations taught across the campus. Teachers have calming areas to help support student self regulation and conduct class meetings to build community. In addition, students identified as at high risk for behaviors met with their teachers and parents before the school year to build rapport, set clear expectations, and determine meaningful incentives for meeting expectations from the start of school. As a result, beginning of school referral data decreased significantly from end of year numbers as students with needs returned to school.

Areas we wish to change:
The Lakewood community is continues to explore and systematize ways to link tier 1-3 supports and build site wide capacity for problem solving student needs when behaviors escalate.

Comprehensive School Safety Plan
December 2019-December 2020
Goals, Strategies And Activities
For Ensuring A Safe And Orderly Environment
Component I - People and Programs
Lakewood Elementary School

Component I: People and Programs	
Goal #1 Safe and Orderly Environment :Emphasize, respect, responsibility and safety across differences.	
Measurable Objective: By December 2020, the PBIS team will launch school-wide expectations, meet monthly to trouble shoot and support students' behavior by analyzing data to determine next steps based on a system of Tier 1 and Tier 2 interventions, and share progress and needs with the staff and community. The school COST/ MTSS team will support Tier 2-3 needs at the site level based on explicit goals and data to monitor progress towards the goals.	
Action Steps 1.0 Continue PBIS beginning of the year assembly with practice of expectations across parts of campus a. Provide Lion Pride guidebook to classroom teachers for follow up activities reinforcing clear and consistent expectations across parts of campus. Update and translated a simpler version. b. Continue to use SWIS to track student referrals, provide onboarding and tutorials to any new staff on how to use it. c. PBIS team will meet regularly to analyze referral information and make targeted action plans. d. Involve Student leadership to trouble shoot high referral time periods (Halloween, January): Whole school, class by class incentives e. Continue monthly recognition assemblies with changing incentives to keep them fresh. f. Support avenues for peer coaching and support for supporting social emotional learning skills through tiers 1-2 interventions. 2.0 Analyze monthly data a. Set goals based on data b. Communicate goals to staff and students through staff meetings, grade level meetings, Lion Pride assemblies, and other enrichment activities or assemblies based on campus SEL needs.	
Who will take the lead	Pam Cheng Jenna Barats (PBIS lead) PBIS Team
Completion Date and Budget	December, 2020: LCAP and Discretionary budgets
Resources Needed	Monthly award certificates, medals Class trophies for each grade level, small prizes to support engagement Lion Pride Booklets, translation Prizes for role models, behavior incentives based on individual plans Rtl support materials
How we will Monitor and evaluate	Share suspensions/referral information at staff meetings Problem solve with PBIS leads

Comprehensive School Safety Plan

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Goals, Strategies And Activities For Ensuring A Safe And Orderly Environment Component II – Place Lakewood Elementary School

Component II: Place	
Goal #2 Safe and Orderly Environment: Improve school's physical environment by educating students and teachers of proper Emergency Preparedness procedures and Crisis protocols through renovations	
Measurable Objective: By December 2020 Lakewood School's students and teachers will determine, share and practice Emergency Preparedness procedures and participate in Drills across the contexts of the school day.	
Action Steps 1.0 Update School Emergency Preparedness/Safety Committees (in school handbook) and disseminate overview and role guidelines to staff as a one page guide a. The staff handbook will be updated for 2019-2020 (Emergency Teams, drill procedures, Drill dates) and shared at a September or October staff meeting. b. Teachers/staff will receive an electronic copy of all materials. c. Follow up re: emergency procedures with PBIS team and wing commanders. d. Collect and respond to feedback about ways to improve safety procedures or preparedness. 2.School's announcements, student communication and publicity a. Students will be taught about drill protocols b. Teachers will receive details about drills via team members and email and are expected to review procedures for drills with students c. Feedback will be given to students and teachers as to the efficiency and accuracy of each drill 3. Strengthen Community preparedness for emergency situations a. Teachers will be trained in Run, Hide, Defend protocol for active shooter drill, along with map of areas to get off campus to. b. Drill during recess will include lining up with teachers to move off campus to designated spaces and long bell to signify safe return. c. Parent communication will include protocol for pick up in case of emergency situation.	
Who will take the lead	Pam Cheng, Principal Jenna Barats, PBIS Lead Patty Martinez, Office Administrator
Completion Date and Budget	December, 2020: Discretionary Funds
Resources Needed	Emergency ICS protocol Binders Emergency supplies and materials
How we will Monitor and evaluate	Monthly Fire Drills Staff Feedback

Comprehensive School Safety Plan

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Communication of the Plan Lakewood Elementary School

Method for Communicating Plan and Notifying Public: Ed Code 32288	Date of Public Hearing December 12, 2019 Site of Public Hearing District Office boardroom The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting: <ul style="list-style-type: none">• Representative of the local school employee organization• A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs• A representative of each teacher organization at the school site• A representative of the student body government• All persons who have indicated they want to be notified	
	The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting: <ul style="list-style-type: none">• A representative of the local churches• Local civic leaders• Local business organizations• In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 5 of any schools that have not complied with Ed Code 32288	
Review of Progress for Last Year	Name: Pam Cheng	Date: 11/5/19
Law Enforcement Review	Name: Ray Strom	Date: 11/5/19
Site Council Approval	Name: Andrea Kidd	Date: 11/5/19
School Board Approval	Name: Nancy Newkirk	Date: 12/12/19

Comprehensive School Safety Plan

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Evaluation of the Plan Lakewood Elementary School

How was the previous plan monitored?

Following School Site Council approval, emergency drills were scheduled on the school master calendar and communicated with the staff. In fall, 2019, the PBIS team launched a school wide assembly and rotations to support all classes through common area expectations and routines. PBIS team also met monthly to monitor student behaviors and plan implementation. The principal worked with the PBIS Leadership Team to implement and adjust monthly PBIS assemblies, professional development, and staff resources to support a safe and caring school climate. The principal worked in conjunction with the office administrator to calendar and track emergency procedure practice drills.

What progress was made on Component 1 (People and Programs)?

An RtI/PBIS team included teachers representing grades TK,K,3 and special education and met monthly to examine data and adjust tiered intervention strategies and protocols to provide responsive support of students and their teachers.

SWIS referral data system continued to track referrals and compared years from 2014-2019.

Additional assemblies or class lessons celebrating cultural diversity and addressing SEL needs were put into place to meet needs indicated by referrals.

What progress was made on Component 2 (Place / Physical Environment)?

School Safety Plan was updated with adjusted maps and staffing.

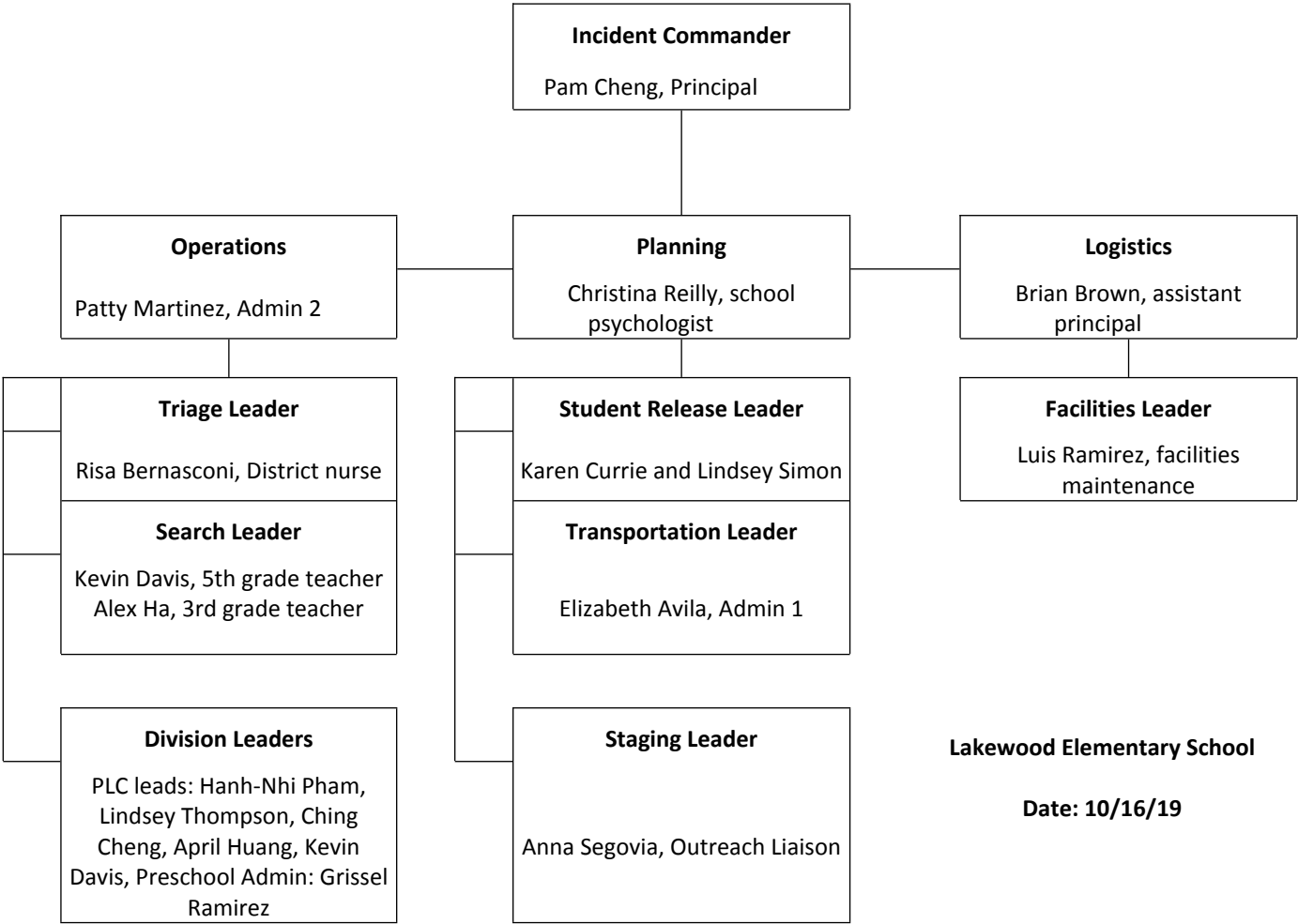
Principal and Office Administrator scheduled and conducted regular emergency drills, including earthquake, fire, and lock down in coordination with the school NRO. Run Hide Defend training of the staff occurred on November 28, 2018 with classroom consultations and the Lockdown drill in conjunction with Sunnyvale Police on December 12, 2018. After the drill, feedback was provided to all classes about response time, noise level, and quality of secondary door locks and barricades with individual supports as needed.

Timely feedback is provided to staff by principal after each fire drill and the earthquake drill on October 17, 2019.

Noon aides/KLAS staff are provided with handsets daily to facilitate communication with main office in case of emergency.

Incident Command (IC) Structure, School Sites

IC Structure Chart









Site Plans, Exercise & Drill Completion Log



Drills are mandated and required by the Sunnyvale SD Board Policies. Please log your school's participation/completion of the following exercises and drills. Thank you.

- Radio Communications Tests: Once a year.
- Fire Drills: Once a Month.
- Earthquake: Once a year.
- Code Red: Supported by local law enforcement

Also, please indicate below your school safety and disaster plan updates.

Plan	Date Updated	Principal's Signature
Safety Plan	11/6/19	
Safety Plan Update	11/5/19	
Safety Plan Update	11/22/19	
Radio Communication Test	11/12/19	
Earthquake Drill	10/17/19	
Lockdown Training	1/8/20	

Please maintain this log in the front of your School Disaster Plan for quick reference and audit. Thank you.

Date	Time		Please check below for which drill has been completed.					Principal's Signature
	Start	End	Radio Communications	Fire	Earthquake	Lockdown	Other Drills	
10/17/19	10:20	10:30	X	X	X			
11/1/19	9:35	9:41	X	X				
12/4/19	1:00pm		X	X				
1/16/20	10:00					X		

Date	Time		Please check below for which drill has been completed.					Principal's Signature
	Start	End	Radio Communications	Fire	Earthquake	Lockdown	Other Drills	
1/14/20	11:00		X	X				
3/2/20	8:00		X	X				
4/21/20	12:00		X	X				
5/21/20	1:00		X	X				

Re-Unification Sites

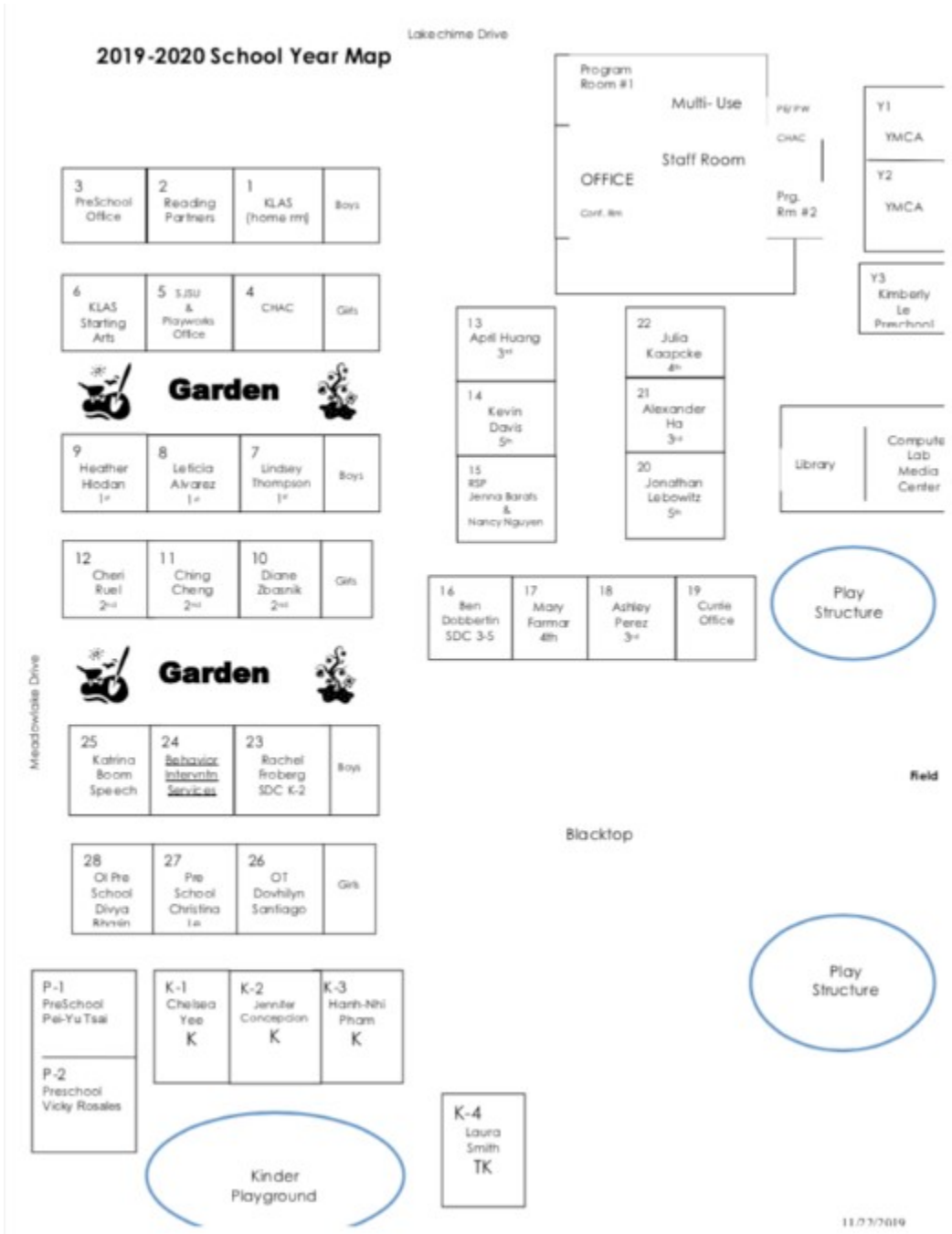
The following is the off-campus re-unification site our school will use in case of evacuation due, for example, to a campus intruder or damaged structures:

Lakewood Park Community Building

Administration Back Up/Notification

The first administrative backup is Brian Brown for Lakewood. Always notify the district office when time permits regarding a serious incident.

School Site Map



School Contact Information

Name	Home	Work	Pager/Cell
Principal Pam Cheng		408-522-8272 ext. 1701	
Assistant Principal Briqn Brown		408-522-8272 ext 1702	
Custodian Luis Ramirez		408-522-8272 ext 1702	
Secretary Patty Martinez		408-522-8272 ext 1702	
Operations Coordinator Patty Martinez		408-522-8272 ext 1702	
Logistics Coordinator Brian Brown		408-522-8272 ext 1702	
Planning Coordinator Christina Reilly		408-522-8272 ext 1736	
Admin/Finance Coord. Lori Van Gough		408 522-8200, ext. 1007	

Chain of Command

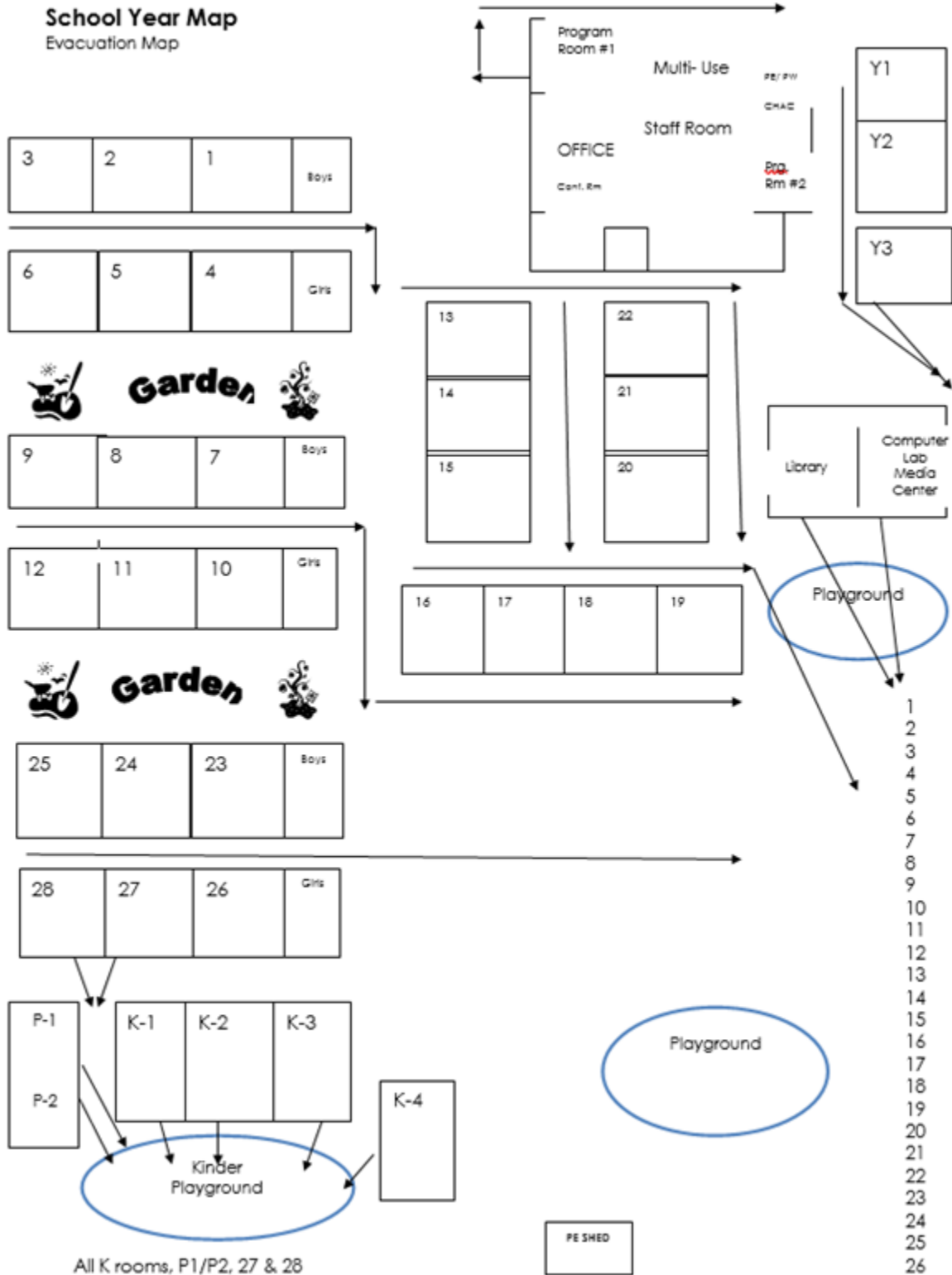
Fill in the names of the persons assigned to each position

Lakewood Elementary School

Updated: September, 2019

Role	Name	Cell #	Title
Incident Commander	Pam Cheng, Principal		
Planning	Christina Reilly, school psychologist		
Logistics	Brian Brown, assistant principal		
Triage Leader	Risa Bernasconi, District nurse		
Student Release Leader	Karen Currie and Lindsey Simon		
Facilities Leader	Luis Ramirez, facilities maintenance		
Search Leader	Kevin Davis, 5th grade teacher Alex Ha, 3rd grade teacher		
Transportation Leader	Elizabeth Avila, Admin 1		
Division Leaders	PLC leads: Hanh-Nhi Pham, Lindsey Thompson, Ching Cheng, April Huang, Kevin Davis, Preschool Admin: Grissel Ramirez		
Staging Leader	Anna Segovia, Outreach Liaison		

School/Site Evacuation Plan



Safe Ingress and Egress

Getting to School:

In keeping with Sunnyvale School District's goal of fostering awareness among our students, we strongly urge families to use means of transporting children to school other than driving. We encourage activities such as walking, bicycling with helmets, and scootering with helmets. If children are to be driven by car, carpooling is encouraged. Safety is emphasized, whatever the mode of transportation. It is everyone's responsibility to know the traffic laws surrounding the school, including appropriate speed limits (15 mph when children are present) and to obey them. Children are encouraged to follow all crossing guard directions and to use the sidewalks. The best and safest way to arrive and pick up is to allow plenty of time for travel, parking, or drop off/pick up.

Crossing Guards:

Public Safety provides trained Crossing Guards upon availability at various locations around the school, to allow for safe travel every school day, during arrival and departure times. See next page titled, "School/School District Support" for specific locations.

Walking:

We recommend that parents and guardians accompany TK, kindergarten and primary grades (1st -3rd) students to and from school in walking groups. Walking groups for older children (i.e. walking school buses) will foster independence and increase safety. Parents are encouraged to consult the walking routes map for your school to determine the safest routes to school. Teach, and lead by example, how to cross streets safely:

- At intersections
- In crosswalks when available
- With pedestrian crossing signal at light-signal controlled intersections
- With crossing guard assistance when available

Children must wear the required protective gear when bicycling or using a scooter and follow applicable laws and the directions of the crossing guards. Per California Law, helmets are required for all children under the age of 18.

Using the Passenger Drop-Off and Pick up Zone:

Drop off children and pick them up in the designated passenger drop off and pick up zones. DO NOT leave cars parked or unattended or double/tripled parked. If children are not present for pick up, continue out of the area, come back around, or park on the street in a legal parking spot, and walk up to find them. DO NOT BLOCK anyone parked in a designated handicap parking space or neighborhood driveway. Please keep traffic flowing.

Follow the directives of school staff and volunteer curb assistants (where available) in the drop off/pick up areas. Stop before the crosswalk at the entrances to the school roundabouts or driveways to wait for any pedestrians using the crosswalk. Drive as far as possible in a single file line along the drive or curb before picking up or dropping off.

See next page titled, "School/School District Support" for specific directions and locations of your school.

School/District Support:

To support the goal of fostering environmental awareness among our students, the School/School District will annually:

- o Survey students and/or parents to determine mode of travel to school. A simple survey will aid in planning for addressing transportation issues.
- o Educate, inform, and train students, parents, and staff about safe travel to and from school.
- o Review safe ingress and egress plan and procedures with staff.

Lakewood Elementary School

	Primary Location (Day to Day Operations)	Secondary Location (Emergency Plan)
Street Access Points	Lakewood Elementary is accessible from Lakechime Dr. and Meadowlake Dr.	The front gate is accessible from Lakechime Dr.
Parent/Student Drop off & pick up	Drop off zone on Lakechime Dr. and Meadowlake Dr.	Parking lot on Lakechime Dr. outside multi-purpose room.
Bus Drop off & pick up	Bus Parking Zone at front of school on Lakechime Dr. Special Ed side of school Painted bus zone	During an emergency, the Manager of Operations will determine pick up and drop off procedures.
Public Entrance to School Site for Visitors	Signs are posted at the entry requiring all persons to check in with front desk.	Entrances along Meadowlake Dr. and Lakechime Dr.
Student/Staff Evacuation (by walking)	Students and staff will exit school and line up on blacktop area as per clipboard (school map).	Students and staff will exit school and walk to the (tennis courts or green belt, depending on which is closer).
Student/Staff Evacuation (by bus)	Student and staff will exit front gate and proceed to bus loading zone if emergency allows.	Depending on the nature of the emergency, the safest location will be determined. Lakechime Dr. (by tennis courts) is the secondary evacuation location for student/staff by bus.
Crossing Guard	Crosswalk at Meadowlake Dr. and Lakehaven Dr.	