



San Miguel Elementary School

COMPREHENSIVE SCHOOL SAFETY PLAN

EFFECTIVE DATES December 12, 2019- December 12, 2020

Christina Ballantyne
Principal/Administrator

Plan Developed By	Title
Christina Ballantyne	Principal
Nelson Hunter	Assistant Principal
Annette McClure	SSC Member (Parent)
Guadalupe Escareno	SSC Member (Parent)
Jamie Benes	SSC Member (Parent)
Imelda Aguilar	SSC Member (Classified Staff)
Debbie Wiseth	SSC Member (Teacher)
Ralph Salaber	SSC Member (Teacher)
Raymond Strom	Sunnyvale Public Safety Resource Officer

Public Hearing Date Date Adopted by School Site Council

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Comprehensive School Safety Plan

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Membership San Miguel Elementary School

School Site Council or Delegated School Safety Planning Committee Members Date: 01/27/2020	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*)
Christina Ballantyne	X								
Nelson Hunter	X								
Annette McClure				X					
Guadalupe Escareno				X					
Jamie Benes				X					
Debbie Wiseth			X						
Ralph Salaber			X						
Imelda Aguilar		X							
Raymond Strom					X				

*Optional members

San Miguel Elementary School Vision

San Miguel is an award winning Community School Model with a Transitional Kindergarten through Fifth grade student population. We are also a school of choice in the district that offers a "Juntos" Bilingual Program as well as a traditional Neighborhood Program. We have a strong academic focus and firmly believe in the education of the whole child. Our curriculum is standards-based, well-balanced, and student-centered. The accomplishment of our strategic objectives is guided by the "Seven Correlates of Effective Schools".

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)

Located in the heart of Silicon Valley, San Miguel has an enrollment of diverse students that come to San Miguel from across Sunnyvale School District. Our school community reflects a wide range of occupations, family structures, and socio-economic levels. We believe that all children can learn and that learning is a joyous and challenging process.

San Miguel is a community of administrators, teachers, parents, and students willing to work, change and grow as we work together to provide each child with a quality education. We truly believe that it takes a collaborative effort to enable all students to meet the academic, social-emotional, multicultural, and technological challenges of the twenty-first century.

San Miguel is committed to the beliefs that:

- High expectations yield high results
- Being a multicultural and multi-lingual citizen is a benefit and advantage
- A safe, positive, and nurturing environment supports learning
- Education is the right of every child and the responsibility of the entire community

In 2013, we were named an Ashoka Changemaker School for our work around Social-Emotional Well Being with our partnerships with Acknowledge Alliance and the Collaborative for Reaching and Teaching the Whole Child.

In 2015, we were awarded as a California Gold Ribbon School for Our Community School Model.

In 2016, we were awarded as a Santa Clara School Boards Association, Glenn W. Hoffmann winner for our Community School Model.

Out of the Glenn W. Hoffmann winners, one program is selected to receive the Kristi Porter Outstanding Program Award.

In 2016, we were awarded the Kristi Porter Outstanding Program Award for our Community School Model.

In 2017, we were awarded the California School Boards Association, Golden Bell Award for our Community School Model.

What We Teach (Curriculum)

We fully and consistently implement the California Common Core Standards, the Next Generation Science Standards, and the CASEL framework for Social-Emotional Learning. Students also have the opportunity to develop their Bilingualism and Biliteracy in Spanish and English when in the 2-Way Dual Immersion, "Juntos Program." A variety of best practices are used at all levels to provide specific, targeted support and challenge at each students' level.

How We Teach and Learn (Instruction)

Meaningful, appropriate instruction occurs in our classrooms every day. This can occur via Readers' Workshop, Guided Reading, Literature Circles, Writers' Workshop, GLAD, and consistent implementation of best practices.

Our instruction is supported by technology through use of computer-based literacy, Raz Kids, and mathematics, ST Math programs, iReady and iStation.

Students receive one-on-one and small group support in the classroom during Readers' Workshop time, through Reading Partners (a non-profit organization that provides individual reading support by volunteers), through the Multi Tiered Systems of Support (MTSS), in small group before or after school tutorials, and in Kids Learning After School (KLAS).

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

San Miguel staff members deepen their instructional expertise through targeted professional development and the use of powerful, research-based practices. We do this through traditional professional development and also within our classrooms. In our classrooms, professional practice is improved and accelerated by using consistent feedback and support provided by other teachers, the instructional coaches, and the site principal.

Teachers work together in grade-levels to make data driven decisions. This allows teachers to develop Response to Intervention plans based on individual student needs.

Foundations for Learning (Parent Involvement and Student Support)

Parent involvement is a high priority at San Miguel School. We work with families to create productive home-school relationships to strengthen a safe and orderly school environment. Together we support the development of capable, responsible, and resilient young citizens. Parents have the opportunity to contribute in various ways. Opportunities include joining, volunteering, or supporting the following; the Parent Teacher Association (PTA), School Site Council (SSC), ELAC (English Learner Action Committee), DELAC (District ELAC), and Project Cornerstone Readers. We also encourage parents to actively participate in their children's education in and outside of the classroom. Parents are provided with frequent reports on their children's progress in English or Spanish as appropriate.

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Data Analysis

San Miguel Elementary School

Data Source	2016-2017	2017-2018	2018-2019
Attendance Rates			
Average Daily Attendance	95.9%	96.0%	96.5%
Chronic Absenteeism Rate	7.9%	8.2%	TBD
School Climate Survey Data			
Suspensions – Out-of-School	10	7	6
Suspensions – In-School	0	1	1
Expulsions	0	0	0
Referrals	204	221	144

Data Source: CALPADS, PowerSchool, SWIS

Conclusions from Data:

In examining our CA Healthy Kids Survey data not captured above, from 2017-2018, we are proud of our student response data. 100% of our students agree that nearly all or most adults: 1. Really care about students, 2. Want all students to do their best, 3. Listen to what students have to say, and 4. Believe that every student can be a success. We believe this stems from our positive campus climate and the dedication of our community. In examining our Panorama Survey data, not captured above, from 2018-2019, we are also proud that our families do not see that there are barriers to engagement and that they see that family engagement is high.

The California Healthy Kids Survey Data was also used in our Ashoka Changemaker School, California Gold Ribbon School, and Hoffmann Award applications.

Conclusions from Parent, Teacher and Student Input:

We believe that focusing on positive school climate and providing services via our Community School Model has been instrumental in decreasing school suspensions.

Teachers work with students and parents to promote a caring, positive, and respectful school. We have school-wide anti-bullying language through the school. Social-Emotional learning lessons are presented in the class in grades 3rd-5th by licensed Marriage Family Therapists. In all grade levels TK-5th, teachers explicitly teach Pro-Social-Emotional skills via Second Steps curriculum, Morning Meetings, and Integrated Social-Emotional Well Being Lessons within content areas. Teachers, other Counselors and Social Workers teach curriculum designed to instill empathy through teaching conflict resolution, anger management skills, and zones of regulation. Parents also teach Asset Building Champion (ABC) lessons in classrooms focused on building skills around Empathy and being an Upstander.

School wide Positive Behavior Interventions and Supports (PBIS) and Responsive Classroom training provides common language for our school, and a foundation for our students to be successful.

Our 3 areas of focus are:

1. Develop emotional regulation skills for all students.
2. Develop conflict resolution language for all students.
3. Foster empathy for all students.

List Data Sources Reviewed and How the Data Determined the Goals: surveys, focus groups, discipline, and attendance.

Project Cornerstone Survey
California Healthy Kids Survey
SWIS data
Power School suspension reports
Power School attendance reports
Annual parent survey

Areas of Pride and Strength (include school programs and practices that promote a positive learning environment).

Community School Model
Ashoka Changemaker School (Empathy, Leadership, Teamwork, Problem Solving)
Positive behavior acknowledgement system (Peace Points, Monthly Shark Splash Ceremony, Students of the Month, Character traits of the month)
CHAC, Social Worker Groups, and Acknowledge Alliance Groups (Counseling services and Social-Emotional Learning)
KLAS (Kids Learning After School)
Playworks (Structured game time during recess)
Reading Partners (a non-profit organization that provides individual reading support by volunteers)

Areas we wish to change:

- I. Continue to work on developing a safe and caring environment for all students
- II. Continue to work on developing a welcoming and inclusive environment that promotes cultural awareness and celebrates diversity

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

Component I: People and Programs	
Goal #1 Safe and Orderly Environment: Continue to build upon and develop a safe and caring environment for students, parents, and staff	
Measurable Objective: Decrease the number of major office referrals. Maintain California Healthy Kids student response levels.	
Action Steps 1.0 a. Staff members will participate in ongoing training and coaching in research-based strategies for implementing a safe and orderly classroom environment. 2.0 a. PBIS committee will continue to analyze SWIS data, create positive incentives for students, and support staff development. 3.0 a. Office staff will track discipline incidents. 4.0 a. To implement MTSS system.	
Who will take the lead	PBIS Committee Counselors & Social Workers Teachers and Classified Staff Playworks Coach Noon Aides Project Cornerstone Readers Parents Assistant Principal Principal
Completion Date and Budget	June 2020 Budget Items PBIS Incentives/materials Responsive classroom support Project Cornerstone Books and Materials Noon aide hourly rate for trainings (District, Site - Beginning of Year & Ongoing)
Resources Needed	Supplies for MTSS/PBIS Responsive Classroom Resources Behavior staff support Microphone systems
How we will Monitor and evaluate	PBIS Committee School Site Council

MTSS Committee

Analysis of office referrals, MTSS data, Project Cornerstone, and Panorama Student, Parent, Staff Survey.

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

Component II: Place	
Goal #2 Create a welcoming and inclusive environment that promotes cultural awareness and celebrates diversity	
Measurable Objective: Increase community resources and family events on campus.	
Action Steps 1.0 a. Expand the number of Parent Teacher Association members 2.0 a. Increase community events on campus 3.0 a. Continue to develop and expand community partnerships and programs For example: KPMG Family Literacy Night, Safe Routes to Schools, and Spanish Story Time 4.0 a. Increase attendance at Back to School Night, Open House, Parent-Teacher Conferences, and other school events	
Who will take the lead	Principal Assistant Principal Front Office Staff Teachers Classified Staff Parent Teacher Association School Outreach Assistant Community groups Project Cornerstone Readers
Completion Date and Budget	June 2020 Cost of parent education programs Project Cornerstone Materials
Resources Needed	Additional resources for Juntos program
How we will Monitor and evaluate	School Site Committee Attendance records for events

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Communication of the Plan San Miguel Elementary School

<p>Method for Communicating Plan and Notifying Public: Ed Code 32288</p>	<p>Date of Public Hearing December 12, 2019</p> <p>Site of Public Hearing District Office boardroom</p> <p>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <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 	
	<p>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:</p> <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 	
<p>Review of Progress for Last Year</p>	<p>Name: Christina Ballantyne</p>	<p>Date: October 22, 2019</p>
<p>Law Enforcement Review</p>	<p>Name: Raymond Strom</p>	<p>Date: October 22, 2019</p>
<p>Site Council Approval</p>	<p>Name: Annette McClure</p>	<p>Date: October 22, 2019</p>
<p>School Board Approval</p>	<p>Name: Nancy Newkirk</p>	<p>Date: 12/12/19</p>

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Evaluation of the Plan San Miguel Elementary School

How was the previous plan monitored?

- Principal and staff collaboration on the plan
- Parent feedback and recommendations
- Staff feedback and recommendations
- School site council discussions and action items throughout the year

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

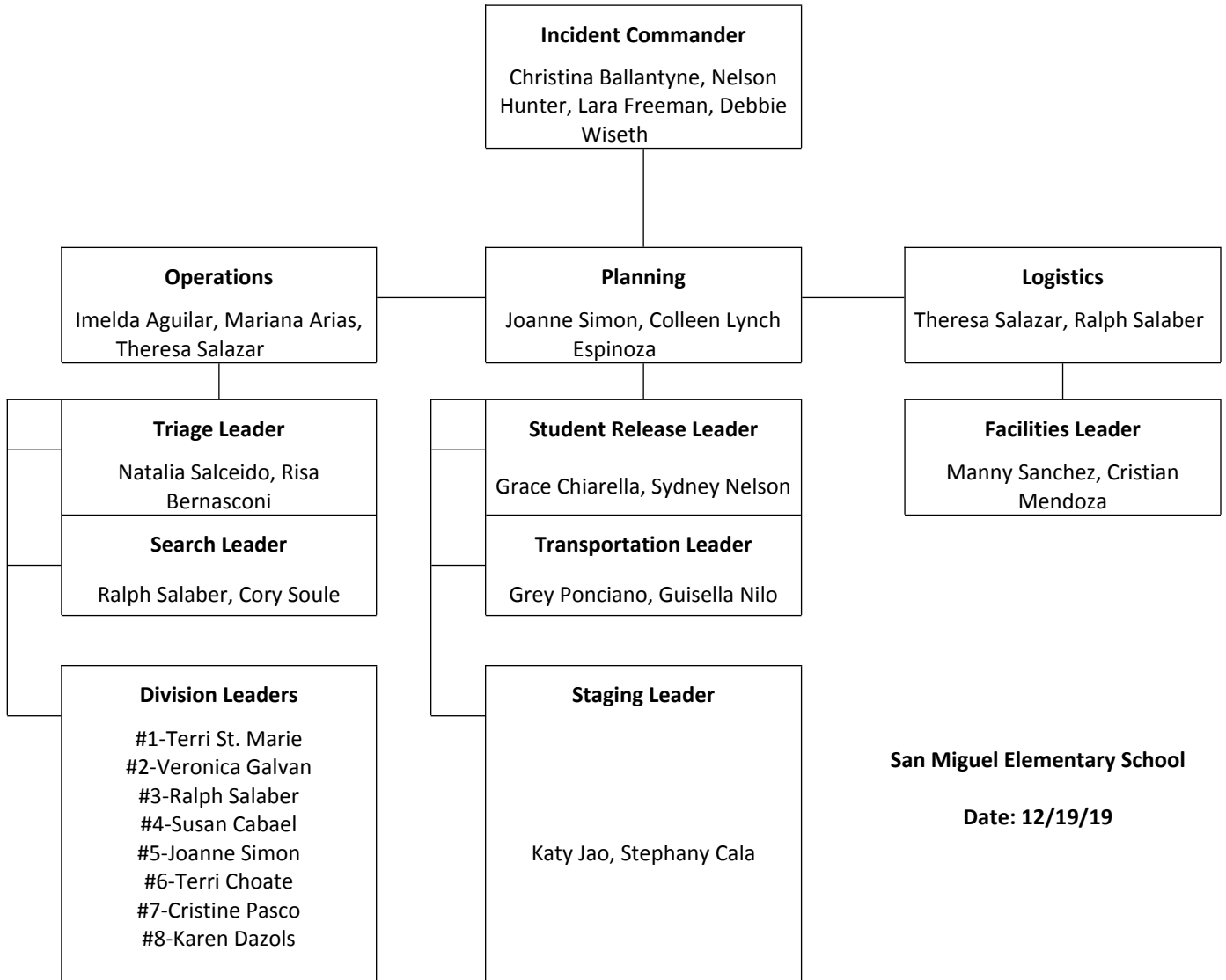
The PBIS committee is providing ongoing training and coaching for teachers. The past year we worked on utilizing the SWIS data system and implementing a strong Level I PBIS system.

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

Our campus continues to be a safe place with a positive school culture.

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
Site Safety Plan	November 12, 2019	
School Disaster Plan	November 12, 2019	
Radio Communication	November 12, 2019	
Fire Drill	November 22, 2019	
Earthquake Drill	October 17, 2019	
Code Red Drill	September 27, 2019	

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	
8/23/19	9:30am	10:00am	X				X	
09/27/19	9:30am	9:45am	X	X				

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	10:00am	10:15am	X		X			
11/22/19	9:45am	9:55am	X	X				
12/20/19	TBD		X	X				
01/30/20	TBD		X			X		
02/28/20	TBD		X				X	
03/27/20	TBD		X		X			
04/30/20	TBD		X	X				
05/29/20	TBD		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:

The Kings Academy

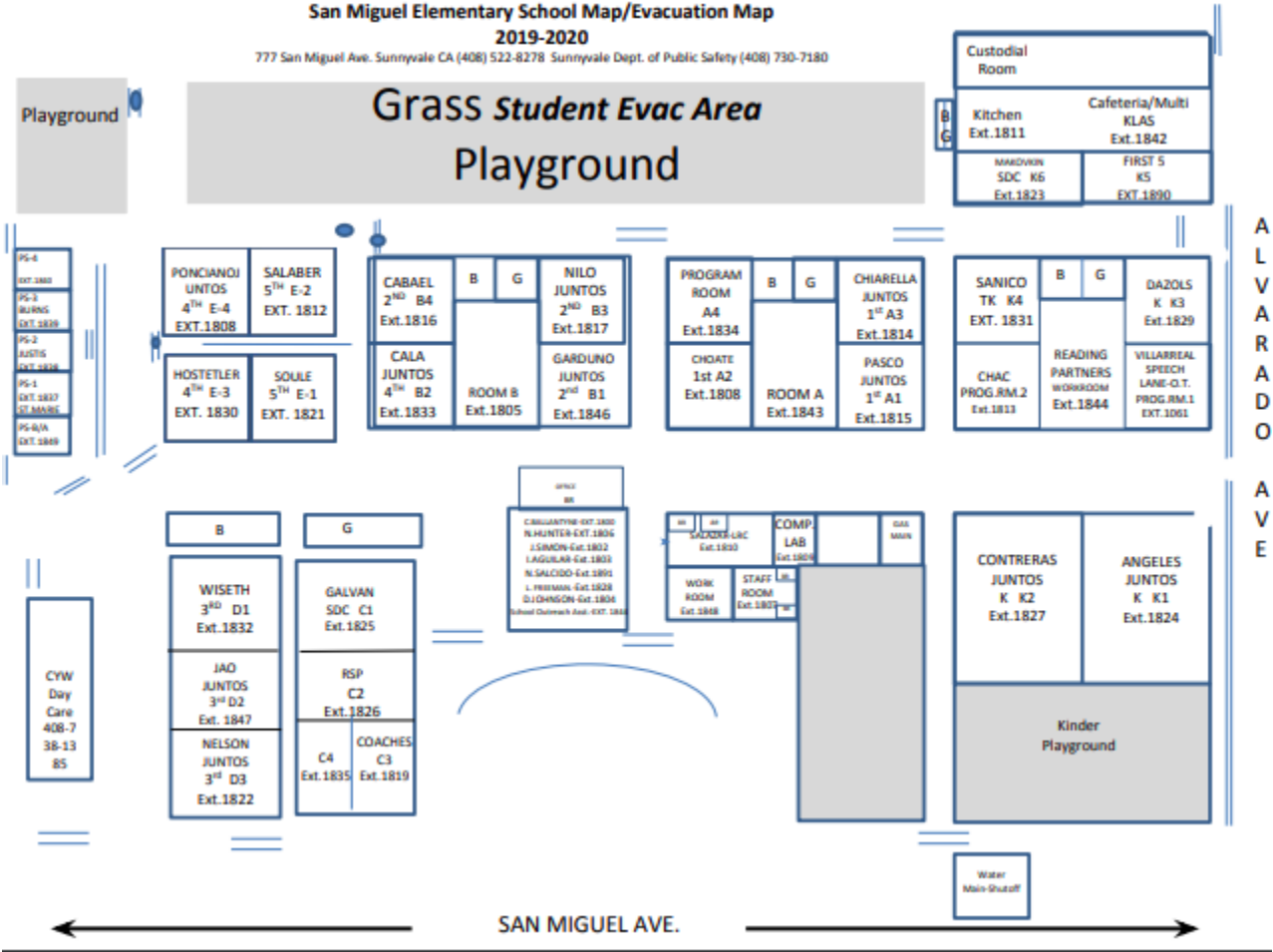
Administration Back Up/Notification

The first administrative backup is Nelson Hunter, the second is Lara Freeman, and the third is Debbie Wiseth for San Miguel. Always notify the district office when time permits regarding a serious incident.

School Site Map

San Miguel Elementary School Map/Evacuation Map 2019-2020

777 San Miguel Ave. Sunnyvale CA (408) 522-8278 Sunnyvale Dept. of Public Safety (408) 730-7180



School Contact Information

Name	Home	Work	Pager/Cell
Principal Christina Ballantyne		(408) 522-8278 x1801	
Assistant Principal Nelson Hunter		(408) 522-8278 x1804	
Teacher-in-charge Debbie Wiseth		(408) 522-8278 x1832	
Custodian Manny Sanchez		(408) 522-8278	
Secretary Joanne Simon		(408) 522-8278 x1802	
Secretary Imelda Aguilar		(408) 522-8278 x1803	

Chain of Command

Fill in the names of the persons assigned to each position

San Miguel Elementary School

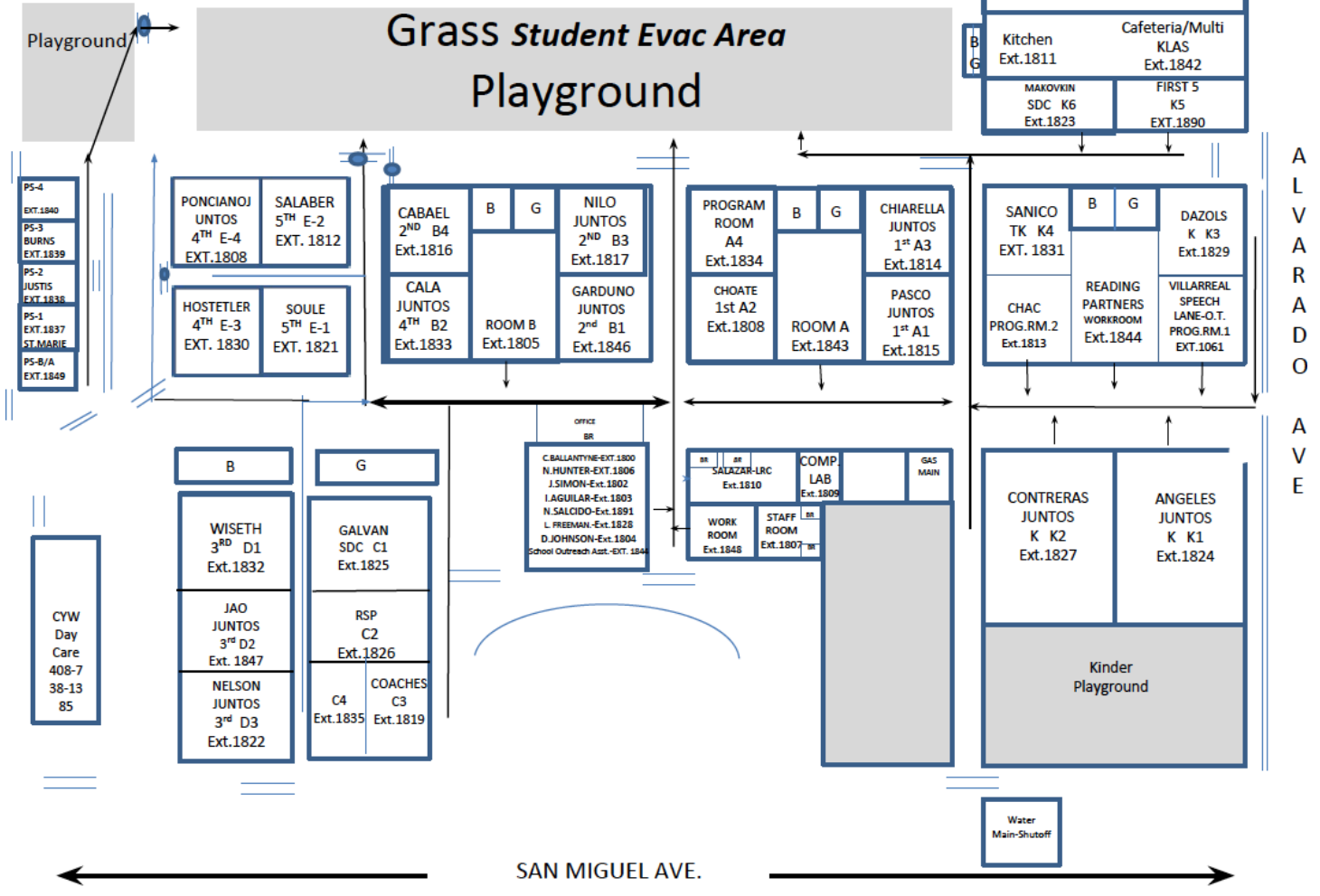
Updated: 10/22/2019

Role	Name	Cell #	Title
Incident Commander	Christina Ballantyne, Nelson Hunter, Lara Freeman, Debbie Wiseth		Principal
Planning	Joanne Simon, Colleen Lynch Espinoza		Secretary
Logistics	Theresa Salazar, Ralph Salaber		Librarian
Triage Leader	Natalia Salceido, Risa Bernasconi		Administrative Asst./Paraprofessional
Student Release Leader	Grace Chiarella, Sydney Nelson		Teacher
Facilities Leader	Manny Sanchez, Cristian Mendoza		Custodian
Search Leader	Ralph Salaber, Cory Soule		Teacher
Transportation Leader	Grey Ponciano, Guisella Nilo		Teacher
Division Leaders	#1-Terri St. Marie #2-Veronica Galvan #3-Ralph Salaber #4-Susan Cabael #5-Joanne Simon #6-Terri Choate #7-Cristine Pasco #8-Karen Dazols		Teachers
Staging Leader	Katy Jao, Stephany Cala		Teacher

School/Site Evacuation Plan

San Miguel Elementary School Map/Evacuation Map 2019-2020

777 San Miguel Ave. Sunnyvale CA (408) 522-8278 Sunnyvale Dept. of Public Safety (408) 730-7180



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.

San Miguel Elementary School

	Primary Location (Day to Day Operations)	Secondary Location (Emergency Plan)
Street Access Points	San Miguel Elementary is accessible from E. Duane Ave to San Miguel Ave. and Alvarado Ave.	San Miguel Elementary is accessible from N Fair Oaks Ave and Ahwanee Ave.
Parent/Student Drop off & pick up	Curb on San Miguel Ave. in front of school	
Bus Drop off & pick up	Side of school/Alvarado Ave. Bus Parking 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 entries requiring all persons to check in with front desk.	Alvarado Ave. San Miguel Ave in front of office
Student/Staff Evacuation (by walking)	Students and staff will exit school and line up on field (school map).	Students and staff will exit school and walk to the front of school, San Miguel Ave., walk to Duane Ave., cross the street at San Miguel Ave. and Duane and continue walking to The Kings Academy.
Student/Staff Evacuation (by bus)	Student and staff will exit blacktop and proceed to bus loading zone if emergency allows.	Depending on the nature of the emergency, the safest location will be determined. Blacktop or multi-purpose room is the secondary evacuation location for student/staff by bus.
Crossing Guard	Crosswalk at San Miguel Ave. and Amador Ave. Crosswalk at Alvarado Ave. and San Junipero Dr.	