Skycrest Elementary

San Juan Unified School District

5641 Mariposa Avenue

Citrus Heights, CA 95610

Comprehensive School Safety Plan

Sandra Rangel, Principal

2014-2015
Comprehensive School Safety Plan

School: Skycrest Elementary School

Principal: Sandra Rangel

School Site Council Chairperson: Sharon Hemingway

Approved on: March 17, 2015

- All teachers should have updated San Juan Unified School District Safety Folders available in a visible and accessible location
- Fire evacuation routes posted in all rooms.

If you have any questions or need supplies, please contact Tony Oddo at the Safe Schools office, 971-7334, or email todo@sanjuan.edu.
Comprehensive School Safety Plan

School:  Skycrest Elementary School  
Grade levels: Pre-Kindergarten through 5th Grades

Checklist for Compliance with Education Code Sections 32280-32289

<table>
<thead>
<tr>
<th>Requirements for a Comprehensive School Safety Plan</th>
<th>Federal Req.</th>
<th>Requirement Met</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan is written and developed by a School Site Council (SSC) or a safety planning committee. The school safety planning committee is made up principal/designee, teacher, parent of child who attends the school, classified employee, others.</td>
<td></td>
<td>Yes</td>
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<td>2. SSC/planning committee consulted with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.</td>
<td></td>
<td>Yes</td>
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| 3. The comprehensive school safety plan includes, but is not limited to:  
(a)An assessment of the current status of school crime at the school and at school-related functions. You may accomplish | | Yes | |
this by reviewing the following types of information:

i. Reviewed ARC data  
ii. Office Referrals  
iii. Attendance rates/SARB data  
iv. Suspension/Expulsion data  
v. Local law enforcement juvenile crime data  
vi. California Healthy Kids Survey data  
vii. Property Damage data  
viii. Other:___________________  
ix. Other:___________________

(b) An identification of appropriate strategies and programs that provide/maintain a high level of school safety.

| 4. The School Site Council and/or Site Safety Team committee reviewed and addressed, as needed, the school’s procedures for complying with existing laws related to school safety: | Yes | Safety/PBIS Team:  
| | Yes | June 6 & 12, 2014  
| | Yes | September 10, 2014  
| | Yes | October 22, 2014  
| | Yes | December 11 & 12, 2014  
| | Yes | Staff:  
| | | September 18, 2014  
| | | February 12, 2015  
<p>| | | SSC March 17, 2015 |</p>
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<tr>
<th></th>
<th><strong>Description</strong></th>
<th><strong>Yes</strong></th>
<th><strong>Comments</strong></th>
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<tbody>
<tr>
<td>a)</td>
<td><strong>Child Abuse Reporting procedures</strong> (See District Policy)</td>
<td>Yes</td>
<td></td>
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<td>b)</td>
<td><strong>Suspension/Expulsion procedures</strong> (See District Policy)</td>
<td>Yes</td>
<td><strong>Parent Handbook</strong></td>
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<td>c)</td>
<td><strong>Teacher notification of dangerous students</strong> (See District Policy)</td>
<td>Yes</td>
<td>*<strong>Binder kept in office</strong></td>
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<td>d)</td>
<td><strong>Sexual Harassment and Discrimination policy</strong> (See District Policy)</td>
<td>Yes</td>
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<td>e)</td>
<td><strong>Dress Code</strong>, including prohibition of “gang-related” apparel (Insert school dress code)</td>
<td>Yes</td>
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<td>f)</td>
<td><strong>School rules and procedures for discipline</strong> (See District Policy, insert school rules)</td>
<td>Yes</td>
<td><strong>Comments for Fed. Req. language - that prohibit disorderly conduct, illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs.</strong></td>
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<td>g)</td>
<td><strong>Hate crime</strong> reporting procedures and policies (See District Policy)</td>
<td>Yes</td>
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<td>h)</td>
<td><strong>A safe and orderly environment</strong> conducive to learning at the school** (Insert school philosophy, climate and prevention plans, including <strong>Bullying Prevention and Response Plans and Protocol</strong>)</td>
<td>Yes</td>
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<td>i)</td>
<td>Procedures for <strong>safe ingress and egress</strong> of pupils, parents, and employees from school site (Insert procedures and/or maps)</td>
<td>Yes</td>
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<tr>
<td>Other Safety Requirements</td>
<td>Req. Met</td>
<td>In Progress</td>
<td>Not Started</td>
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| j) **Crisis Response Plan**  
Insert Disaster procedures, routine and emergency, including earthquake emergency procedures Earthquake emergency procedures that include:  
i. a school building disaster plan  
ii. drop procedures  
iii. protective measures to be taken before, during, and after an earthquake a program to ensure that pupils and staff are aware of and are trained in the earthquake emergency procedures system. | Yes | | | |
| 5. **Verify completion and maintain a copy of Crisis Response Plans** for before and after school programs on your campus. | Yes | | | |
| 6. **School Site Council (SSC) or School Site Safety Team** communicated the school safety plan by inviting the public and holding a meeting at the school site | Yes | | | |
| 7. **Verification that the school safety plan was evaluated** (approved by SSC) at least once a year, and revised by March 1 of current year. | Yes | | March 17, 2015 | |
| 8. **SJUSD Safety Folders in every classroom** with current site updates/health conditions/verification by teacher completed. | Yes | | | Teachers utilize clipboards but all safety folder information is included |
| 9. **SJUSD Safety Folders in office for every administrator and clerical staff. Students with** | Yes | | | |
life threatening health conditions listed. Care plans on file.

10. **Make Office Staff aware of guidelines** on when to call Safe Schools and Crisis Response Procedures.

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<td>Yes</td>
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<td>March 12, 2015 Review</td>
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11. **Log of fire, earthquake and lockdown drills** with response times noted. Copies of logs to be attached.

*Fire Drill (Evacuations)* per Ed Code section 32001

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**Fire Drill (Evacuations)** per Ed Code section 32001

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1. Elementary – monthly

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2. Middle School – 4 times per year

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3. Secondary – 2 times per year

*Lockdowns (recommended)*

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Elementary – 4 times per year

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Middle School – 4 times per year

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Secondary – 2 times per year

*Earthquake (recommended)*

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Elementary – 4 times per year

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Middle School – 4 times per year

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Secondary – 2 times per year

12. **Site Safety Team / PBIS Members Selected**

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Administrator

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Teacher

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Classified Representative

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Parent

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Student (High School)

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Yes

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November 2014

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Rebecca Loper

Sandra Rangel

Al Muir, Georgene Ferris, Jenna Barnard,

Mercy Ahlgren-Murray

Sandy Ostrander

Jennifer Willbee
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<tr>
<td>13. <strong>Calendar Regular Meetings</strong> of Safety Team/Safe School Task Force Dates.</td>
<td>Yes</td>
<td>June 6 &amp; 12, 2014</td>
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<tr>
<td>14. <strong>Review Site Disaster Procedures</strong> with Staff</td>
<td>Yes</td>
<td>April 14, 2015</td>
</tr>
<tr>
<td>15. <strong>At least one tabletop exercise conducted</strong> with staff. Scenarios may be provided for your use.</td>
<td>Yes</td>
<td>April 14, 2015</td>
</tr>
<tr>
<td>16. <strong>Visitors must register in the office</strong>; signs posted at entrances. Does staff monitor the visitor check in? Does the office issue visitor passes?</td>
<td>Yes</td>
<td></td>
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<tr>
<td>17. <strong>Make sure evacuation routes are Posted.</strong></td>
<td>Yes</td>
<td></td>
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<tr>
<td>18. <strong>Provisions made for individuals</strong> with disabilities for evacuations and lockdown locations.</td>
<td>Yes</td>
<td></td>
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</tbody>
</table>
| 19. **Off-site evacuation and Parent Reunification Sites** identified. Contact name: **New San Juan High School** Phone #: (916) 971-5112  
San Juan Park (on Mariposa Ave)  
Madison Ave | Yes |   |
<p>| 20. <strong>Intercom/Bells (Volume Adequate)</strong> working in classrooms. Contingency plan (buddy system/2 way radios) if a bell is not functioning due to construction/malfunctioning. (<strong>Continingency Plan: Cell phones</strong>) | Yes |   |
| 21. <strong>Traffic directions for pick-up and drop off visible</strong> to make parking lot traffic flow efficient as possible. | Yes |   |</p>
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<tr>
<th>22. <strong>Buildings or outside equipment</strong> related to heating, cooling, fuel or chemical storage clearly marked and secured.</th>
<th>Yes</th>
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<tr>
<td>23. <strong>Hazardous chemicals</strong> secured and marked.</td>
<td>Yes</td>
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Safety Review Date: School Site Council: March 17, 2015 – PBIS / Safety Team and Staff Review – April 14, 2015

In attendance: School Safety Team, Classroom Teachers:

SSC – Mrs. Ahlgren-Murray, Mrs. Hemingway, Mr. Reuss, Ms. Rangel,

Ms. Rebecca Loper, Mrs. Bazarnik, Mrs. Almanza, Mrs. Marquis

Comments:

Both the School Site Council and the School Safety Team/PBIS approved the Safety Plans
Skycrest Elementary School
Comprehensive Safe School Plan
2014-2015

SECTION 1

Skycrest Elementary School opened in 1959. It is proud to be an educational community that values diversity to inspire every student to responsibly contribute to an ever-changing world. There are 501 students enrolled. The ethnic breakdown is as follows: 8% African American, 38% Hispanic or Latino, and 54% White; 47% of the population are English Language Learners.

Skycrest Elementary School’s governance is an inclusive decision making process. All policies must support the school’s mission and strategic plan. New policies and or programs and or services must be consistent with the strategic plan. The foundation of the school’s governance is founded in the following conditions:

- Site decisions are made by Site Leadership Team, School Site Council, Site Committees, and parent committees (ELAC, PTO).
- Members represent the entire school community.
- Procedures represent a democratic process.
- Each committee represents a forum to bring issues of concern.
- Decisions are made to support the mission, strategic plan, and core values.
- All committee members share responsibility for decision outcomes.
- Committee process insures an equal opportunity of expression by members of the school community.
- Decisions promote continuous school-wide instructional and curricular decisions that will have positive effects on student academic achievement and behavior.

Skycrest’s Safe School Planning Committee is comprised, but not limited to the members of our administrative team, teaching staff, classified staff members, and community members. The Skycrest’s Safe Schools Planning Committee makes recommendations on policies and procedures as it relates to school climate and
safety of students, staff, and community as a whole. It takes recommendations forward to both the school’s Leadership Team and School Site Council for final approval of any new policies or procedures.

School Environment Committee Members

Sandra Rangel, Principal

Rebecca Loper, Vice Principal

Georgene Ferris, Teacher

Al Muir, Teacher

Jenna Barnard, SPED / ASD Teacher

Lynn Bradley, Head Custodian

Carol Smith, Secretary
# School Environment Committee

## Purpose

The purpose of the Skycrest’s Safe School Committee is to maintain a safe environment that promotes mutual respect and personal responsibilities, accepting of all cultures, and conducive to learning. The committee monitors and maintains the school climate and physical conditions.

## Membership

- Parents
- Administrators
- Head Custodian
- Classified Representative(s)
- Credentialed Staff

## Selection Process

At the beginning of each school year, staff and parents will have the opportunity to volunteer to serve on the safety committee. If positions are not filled, the principal will recruit members for this committee.

## Terms of Service

A committee member can serve on this committee for an unlimited number of terms.

## Responsibilities

- To maintain a safe environment that is conducive to learning.
- Meet regularly to discuss site safety issues and plan safety drills (fire drills, lock down drills, overall environment of the school, etc.)
- To develop a site Safety Comprehensive Plan
- To maintain a school atmosphere that has a high moral, positive relationships amongst schools personnel based upon mutual respect, trust, caring, and building cohesive school spirit.
- To develop, implement and maintain school rules that are understood by all and are uniformly and consistently enforced.
- Monitor the maintenance, cleanliness, and custodial care of the buildings and grounds
- Foster school community members who understand, appreciate, and feel pride in their backgrounds and cultural heritages, and are
sensitive and able to work with people of different cultures.

- Establish and monitor a school-wide character education initiative that will allow us to communicate, actively model, and integrate a positive school culture.
- Establish a Bullying Prevention Program, with procedures that staff, students, and parents are aware of, cohesively implemented school-wide, and how to support all students.

| Scope of Authority          | 1. The Safety Committee will make recommendations and suggestions to the Leadership Team for approval before the implementation of any school wide programs.  
                              | 2. School Site Council will approve the final Safety Comprehension plan. |
|-----------------------------|--------------------------------------------------------------------------|
| Leader                     | Principal or designee                                                     |
| Control of Agenda           | The leader will determine the agenda items, with the input from staff and community members, via their committee representative. |
| Annual Goals                | The committee will support the school's mission, core values, academic improvement plan, and strategic plan by: |
|                            | 1. Promoting a positive school climate through establishing a school-wide character education program and Bullying Prevention Program. |
|                            | 2. Promoting a trusting and respectful community. |
| Collection of Data Relevant to Scope Authority | - Home suspension data  
                                                 - Teacher/staff referrals  
                                                 - Success and participation in extra curricular activities  
                                                 - Custodian inspection  
                                                 - ADA  
                                                 - Surveys |
Regular attendance is expected at all scheduled meetings. Members will be responsible for sending an alternate in case of absence. Attendance will be noted in meeting minutes.

| Frequency of Meetings | Once per month, or as needed. |

**SECTION II**

**Skycrest Mission**

The mission of Skycrest Elementary School, valuing academic excellence, positive character development, and diversity, is to inspire every student to responsibly contribute to an ever-changing world by engaging in an innovative curriculum that challenges each individual’s learning within a culturally enriched environment in partnership with families, school, and community.

**Outcomes for Students**

As a result of our mission:

- By 2018, we will decrease the number of students who are not performing at the proficient or advanced level in ELA and Math by 50%.
- All students will develop skills to navigate an ever-changing world, such as problem solving, critical thinking, collaboration, and applications of technology.
- Each year, all students will develop and consistently demonstrate an awareness of, and appreciation for, the diverse individuals and cultures of the world.
- Each year, all students will set and achieve individual character development goals necessary to becoming contributing, responsible, and caring members of the community.

**Core Beliefs About the Conditions for Learning:**

The school community believes that:

- Every person is unique and has equal worth.
- Everyone can and will learn.
- People learn in different ways at different paces.
• Education is the shared responsibility of students, families, teachers, staff, and community.
• Quality education expands opportunities throughout a person’s life.
• Challenging people to meet high expectations leads to exceptional learning and remarkable results.
• Nurturing relationships and healthy environments are necessary for individuals to thrive.
• Diversity is a valuable asset that strengthens and enriches our community.
• Personal development and community well being depend on individual responsibility.
• Everyone benefits when people willingly contribute to the well being of others.
• Honesty and integrity are essential to building trusting relationships.
• Access to a quality public education is essential to our democracy.

At Skycrest Elementary School, school safety is our first priority. All students deserve to learn in an environment that is free from distraction, in which they feel safe and protected. We believe that nothing should get in the way of the academic achievement of students. The school believes that students will be life-long learners. It is believed that it is the responsibility of the students, the parents, and the staff to assist students in becoming life long learners.

It is expected that:

• We will always operate schools, which are physically and emotionally safe with environments conducive to learning.
• School and program plans will always be aligned with the Strategic Plan of the SJUSD.
• We will not tolerate behavior or language, which demeans the dignity or worth of any individual or group.
• No program or service will be retained unless it makes an optimal contribution to the mission and benefits to justify the costs.
• We will not tolerate ineffective performance by any staff member.
• We will focus on improving English-Language Arts and Math, within a balanced program.
• No new program or service will be accepted unless:
  It is consistent with the Strategic Plan.
  Its benefits clearly justify the costs, and
  Provisions are made for professional development, program evaluation, and communication with constituents.

Core beliefs about behavior:
Students will demonstrate Positive Character Traits: Caring, Respect, Responsibility, Honesty, Perseverance, and Initiative

- Students will not bully others.
- Students will all help those who are bullied.
- Students will include others who are left out.
- If students know that someone is being bullied, students will tell an adult at school and an adult at home.

Students are expected to follow classroom and school rules:

- **I choose to be Safe.**
  - Play safely
  - Play in supervised areas only.
  - Walk in hallways.
  - Use equipment appropriately.

- **I choose to be responsible.**
  - Use restrooms appropriately.
  - Be responsible with your garbage.
  - Get drinks before the bell/whistle.

- **I choose to be respectful.**
  - Use appropriate language and voices
  - Treat everyone with kindness and respect
  - Manage your behavior

Skycrest Behavior Plan:

- **1st Incident:** Warning given by teacher/staff. Teacher to contact parent if necessary.
- **2nd Incident:** Student referred to the Principal. Student to complete a Reflection Sheet and meet with Principal to discuss behavior. Parent to be called by the principal.
- **3rd Incident:** Student will be sent to the principal’s office. Reflection Sheet completed. The principal may:
  1. give the student a warning or other consequence deemed appropriate
  2. give student community service
  3. place student on “on site” suspension
  4. place student on home suspension
Serious incidents will go straight to the principal for a consequence. All students will start fresh at the beginning of each trimester.

**Health and Safety:**

Student safety is our first priority. In order to keep students safe, the following rules need to be followed:

- There is supervision of students beginning at 8:15 A.M. before school, in the MP room, and until 3:25 PM after school. Students are not to arrive before 8:15 AM and must be picked up by 3:25 PM. (exceptions are due to Afterschool Tutoring, Bridges Afterschool, Band, Gardening Club, or any other arranged activity).
- 3rd – 5th grade students who are given parental and administrative permission to ride their bikes must adhere to the Bike Safety Rules. K-2nd students may ride their bike to school but with parent permission, or with an adult supervising the. The school office will have on file a bicycle permission form. Bikes need to be walked on campus. Remember, all bike riders must have helmets, per the law. Skateboards, roller skates, and roller blades may also be used as a form of transportation to school, but the helmet law will be in effect.
- Students may not bring medicine to school. In order for a student to take medication at school, each year a new Authorization form for Administration of Medication must be completed by a doctor and brought to the office with the medication in its original container. This includes Tylenol, inhalers, and cough medicine/drops.
- Students must have a pass when in the hallway or visiting the office.
- All visitors and volunteers must sign in at the office.
- Toys (including electronic games and trading cards), radios, CD players, and iPods should not be brought to school. Items, including other electronic equipments, brought may be taken away and held for parent to pick up. The school is not responsible for lost or stolen items.
- Gum and soda are NOT to be brought to school for snack or lunch. Items will be thrown away.
- Students arriving late or leaving early must go through the office so the attendance can be marked accordingly.
- According to state law, cell phones may be at school with parental and administrative permission. The school office must have on file a permission slip. Cell phones must be in the child’s backpack and turned off at all times at school to avoid disruption of school. Any cell phone out in view will be taken away.
- Students will not be allowed to use the school phone except in the case of emergencies. Phone calls for students will not be transferred to the classroom. Emergency messages will be taken in the office.
**Communication:**

Communication with teachers is very important for success at school. The school has developed several ways for parents to stay in touch with what is happening here at Skycrest Elementary School:

- Monthly Planners will go home with each 4th & 5th grade student.
- Principal’s newsletters go home bi-monthly, on Wednesday’s. Notices outside the Skycrest newsletter are sent home as needed with students. Connect Ed. calls are sent as needed.
- Parent conferences are in November and March, but teachers are available to talk to parents throughout the year.
- San Juan Unified School District’s website contains further information about programs. [www.sanjuan.edu](http://www.sanjuan.edu).
- SJUSD handbook.
- Skycrest Elementary School’s Website.

**Dress Code:**

High standards of dress promote good citizenship and a positive, wholesome, and safe learning environment. The appearance of the Student Body reflects upon the climate of the school. Students are expected to meet standards of dress and grooming that are acceptable in a learning environment. Teachers and administrators have the discretion in making judgments related to the appropriateness of dress.

- **Footwear** must be worn at all times. Shoes and sandals must have back straps, NO flip flops.
- **Hats and dark glasses** will not be worn in the classroom. Students may wear hats outside, but baseball caps must be worn in a forward position. All hats, including baseball caps, must be worn appropriately and correctly on the head.
- Clothes or buttons with printing or pictures depicting tobacco, drugs or alcohol beverages, or those, which are profane, sexually suggestive or depict violence or unlawful acts are unacceptable.
- Students may not wear any item of clothing, hats, sweatbands, bandannas or other headgear, symbols or devices associated with group intimidation or gang/cult affiliation.
- Students may not wear garments which excessively bare or expose the midriff/torso such as tank tops, mesh tops, tube tops, half shirts, halters, razor back t-shirts, sleeveless/collarless tops, spaghetti strap tops, etc. Tops
need to be long enough to allow for normal movement without revealing one's stomach. Underwear may not be exposed.

- Students will be allowed to wear tailored, hemmed shorts of moderate length. Swimsuits and cutoffs are not allowed.
- No sagging allowed. Pants/shorts must stay at the waist without a belt.
- Pants must be an appropriate length, not dragging.
- No object will be worn that is unsafe. This includes chains, spiked collars, and spiked waistbands.
- Hair must be natural color (i.e., no green, purple, etc.)
- Students may not wear make-up to school.
- Other concerns will be referred to the principal.

Section III

The Safe School Committee reviewed data from sources to develop appropriate goals and objectives for the Safe School Plan. The sources include the Spring 2013 Student Survey and the 2013 Parent Survey and current 2013-2014 behavior data.

Spring 2013 Student Survey Data Points of Significance:

Findings that are strengths:

- 94% of students indicated that the school offers classes or activities in things that they are interested in or are good at.
- 85% of students indicate they are encouraged to be curious and use their imagination in class.
- 85% indicate there is a teacher or another adult who believes they will be a success.
- 85% indicate they know how they are doing in class.
- 84% indicate their skills at using technology to find information and solve problems improved this year.
- 84% indicate they feel safe at Skycrest during the day.
84% indicate they are motivated and engaged in what they are learning in class.
82% indicate their writing skills improved this school year.
82% indicated their ability to work with other students on problems or projects improved this year.
82% indicate they are challenged to continue learning even when it is difficult for them.

Findings that are possible concerns:

78% indicate there is a teacher or other adult who really care about them
77% indicate their ability to read and understand difficult text improved this year.
72% indicate they receive extra help outside of regular class time if they need it.
73% indicate that their skills at solving complex problems improved this year.
58% indicate their skills as a leader improved this year.

Spring 2013 Parent Survey Data Points of Significance:

Findings that are strengths:

85% of parents responded that their child’s writing skills improved this year.
84% of parents respond their students speaking / oral communication skills improved this year.
90% of parents indicate they are well informed about their child’s progress in school.
85% of parents indicate teachers promptly contact them about their student’s progress.
91% of parents indicate teachers are helpful when they come to the school or call.
92% of parents indicate the staff in the school office is helpful and welcoming when they come to the school or call.
82% of parents indicate the principal and staff listen to their concerns about issues.
88% of parents indicate they speak another language other than English and they receive general information, information about student progress, and translated or a translator is available.
88% of parents indicate teachers challenge their students to continue learning even when it is difficult.
87% of parents responded that the school offers them opportunities for them to be involved in school and classroom activities.
88% of parents indicate they are invited to meetings with the school academic performance is discussed.
86% indicate they are kept well informed about school activities.

Findings that are possible concerns:

- 58% of parents responded that online resources help them navigate their student’s progress in the classroom
- 66% of parents responded that the school provides quality class activities that meet my student’s interests and talents.
- 63% of students set academic goals with his/her teacher or counselor

San Juan Unified School District Zangle Data for:

2013-2014(3rd trimester) /2014-2015 (1st and 2nd trimesters)

Suspensions/Expulsions:
- 2 students suspended were White.
- 1 students suspended were African American
- 0 students suspended were Spanish/Hispanic
- There have been no expulsions

Reasons for Suspension and Occurrences:
• Attempt to Cause Physical Injury: 3 (2014-2015)
• Slurs-Racial, ethnic, sex, religion: 1 (2014-2015)
• Disruption of School Activities: 1 (2014-2015)

**Attendance:**

- **Attendance for 2013 – 2014 School Year:** 96.05%
- **Attendance for 2014 - 2015 School Year:** 96.85%
- **Tardies for 2013-2014 School Year:** 272 more than 30 minutes; 2,382 less than 30 minutes late
- **Tardies for 2014-2015 School Year:** 210 more than 30 minutes; 2,311 less than 30 minutes late

**SECTION IV:**

**Areas of Pride and Strength**

Skycrest Elementary School provides curriculum aligned to the California Content Standards. It is a Title 1 school, with all TK and Kindergarten through 5th grade students participating in Comprehensive Balanced Literacy. Teachers participate in training and collaboration around Comprehensive Balanced Literacy; focusing on integrating Interactive Read Alouds, Shared Reading, Guided Reading. A focus has also been set on providing students with strong writing skills, this is
accomplished through Writers Workshop which is established school wide Kindergarten through 5th grade. Field trips and assemblies are integrated with the curriculum and grade level standards are a part of the school experience. Implementation of Common Core State Standards went into effect this school year, 2014-2015, with teachers working jointly with the Academic Coach and grade levels to strengthen skills in Language Arts. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities. Special Education Programs are maintained as stand-alone and integrated programs. We have initiated a school-wide character education program where a character trait is reviewed each month with all students. A focus is placed on one of six specific character traits: Caring, Respect, Responsibility, Honesty, Perseverance, and Initiative. Skits, speakers, and student recognition are presented at each monthly Character Assembly. We address the issue of “bullying” through the Character Education Program that is implemented at our school. All staff take part in an anti–bullying training in an effort to bring awareness and knowledge of handling any situations our students may experience. Our character education initiative, allows our community to model and integrate a positive school climate.

Students at Skycrest have the opportunities to achieve through several programs:

- 3rd, 4th, 5th Grade Band Program, After School
- Garden Club
- Bridges After School Program
- Community Service Opportunities
- Family Night
- English Language Tutoring, after school
- Lego club

Parents have the opportunities to be actively involved through several parent groups, besides volunteering in their children's classrooms:

- School Site Council (ELAC incorporated with SSC)
- PTO (Parent Teacher Organization)
- Parent Volunteers: Classroom and Community

**SECTION V:**

**Areas of Change and Stated Goals:**

**Component 1: People and Programs**

**Goal 1:** Attendance: Increase attendance rate by 1% from the 2014-2015 school year.

**Objective 1-1:** School staff will continue to implement an effective tardy policy.
Objective 1-2: Staff will use incentives and student recognition for positive attendance and punctuality.

Person's responsible for implementation: Principal, Sandra Rangel, Vice Principal, Rebecca Loper, Attendance Clerk, Terese Welch, and Teachers

Resources Needed: Incentives, Attendance Award Certificates


Goal 2: Continue To develop responsible and inspired citizens in an ever-changing and culturally enriched community. This will be demonstrated by a reduced amount of behavior reports and office referrals.

Objective 2-1: Staff will continue to implement and integrate character education. Staff will reinforce one character trait a month. Two students from each class will be recognized for best representing the trait. Their names will be announced at the monthly Character Award Assembly and published in the principal’s parent newsletter. Students’ pictures will be taken and displayed in the glass showcase window in the hallway with the character trait next to the picture.

Persons Responsible for Implementation: School Staff and PTO

Resources Needed: Character Education materials; award certificates and incentives

Timeline for implementation: Trimester 3, 2014-2015 school year; Trimesters 1 and 2 of the 2015 - 2016 school year

Component 2: Physical Environment

Goal 1: Decrease the percentage of office referrals during recess time by 10%, as reported from referrals and citations.

Objective 3-1: Increase the amount of active supervision during recess times, through ongoing training.

Persons responsible for implementation: All Staff
**Timeline for implementation:** Trimester 3, 2014-2015 school year; Trimesters 1 and 2 of the 2015 - 2016 school year

**Section VI:**

The Skycrest Elementary School Safe School Plan will be shared with the public through various means that include but are not limited to the following:

- The Safe School Committee and School Leadership Team at Skycrest will be notified of the publication, and given a copy.
- School Site Council will review and approve the plan by March 17, 2015.
- The Skycrest Safe School Plan will be located in the Site Emergency Binder.
- The district will be sent one electronic copy for the Safe School’s Office.

**Section VII:**

On an annual basis, our Safe School Committee will evaluate and review the prior year’s Safe School Plan. This process will involve meeting to determine areas of strength and concern. Our team will recommend refinements based on data and the experiences brought forward to the committee. Steps to modify the plan will take place, based on discussion and consensus. The new plan will then be implemented and shared with the community through the process outlined in Section VI. It is the intent of Skycrest Elementary School to have the Safe School Plan be a document that will be a working and fluid plan that can be adjusted as the needs change on our campus.

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**School Evacuation Drill Record**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Time</th>
<th>Evacuation Time Length</th>
<th>Total Time after Accountability</th>
<th>Pull Station Location</th>
<th>Administrator’s Signature</th>
</tr>
</thead>
</table>

25
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Time</th>
<th>Duration</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>9-9-14</td>
<td>10:58 A.M.</td>
<td>4.48</td>
<td><strong>Set in alarm panel in the surveillance box.</strong></td>
</tr>
<tr>
<td>October</td>
<td>10-13-14</td>
<td>1:15 P.M.</td>
<td>4.20</td>
<td><strong>&quot;</strong></td>
</tr>
<tr>
<td>November</td>
<td>11-1-14</td>
<td>9:30 A.M.</td>
<td>4.15</td>
<td><strong>&quot;</strong></td>
</tr>
<tr>
<td>December</td>
<td>12-16-14</td>
<td>9:40 P.M.</td>
<td>4.5</td>
<td><strong>&quot;</strong></td>
</tr>
<tr>
<td>January</td>
<td>1-9-15</td>
<td>10:00 A.M.</td>
<td>4.15</td>
<td><strong>&quot;</strong></td>
</tr>
<tr>
<td>February</td>
<td>2-12-15</td>
<td>11:10 P.M.</td>
<td>3.45</td>
<td><strong>&quot;</strong></td>
</tr>
<tr>
<td>March</td>
<td>3-24-15</td>
<td>1:45 AM</td>
<td>Fire Drill</td>
<td><strong>&quot;</strong></td>
</tr>
<tr>
<td>April</td>
<td>4-15-15</td>
<td>9:30</td>
<td>Lockdown</td>
<td><strong>&quot;</strong></td>
</tr>
<tr>
<td></td>
<td>4-28-15</td>
<td>11:00</td>
<td>Fire Drill</td>
<td><strong>&quot;</strong></td>
</tr>
<tr>
<td>May</td>
<td>5-26-15</td>
<td>9:00</td>
<td>Fire Drill</td>
<td><strong>&quot;</strong></td>
</tr>
<tr>
<td>June</td>
<td></td>
<td></td>
<td></td>
<td><strong>&quot;</strong></td>
</tr>
</tbody>
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