

**GOLD OAK UNION SCHOOL DISTRICT
SAFE SCHOOL PLAN**

March 2024 - March 2025

SITE: Gold Oak Elementary School

ADMINISTRATOR: Principal, Deborah Atkins

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SCHOOL SYNOPSIS

The mission of Gold Oak Elementary School is to provide academically rigorous curriculum by promoting and challenging the intellectual, creative, physical and social development of elementary school students in an environment where students are respected and feel connected. At Gold Oak, we foster positive behavior through our PBIS: Positive Behavior, Intervention & Support model.

Gold Oak Elementary School is a TK-5 elementary school located in Placerville, CA. The current enrollment of Gold Oak Elementary School is approximately 300 students. Gold Oak Elementary School opened on September 8, 1958 as the only K-8 school in the Gold Oak School District. In 1991 grades 6-8 were moved to the middle school. The academic program is focused on strong core academics based on the California state standards. Gold Oak is committed to providing students with a solid academic background in a safe and supportive environment. Student progress is monitored through various sets of data such as standards-based assessments in the classroom, state assessments and formative assessments. In addition to academics, students participate in an active exploratory program that include sports, field trips, competitions, and tournaments.

Student safety is made a priority with regular drills and safety practices. These are coordinated with local emergency responders to ensure their effectiveness. The emotional safety of students is also a priority and is addressed in several ways. There is no tolerance for bullying, teasing or the like. Students and staff work to create an environment that is positive and safe. They play an active role in speaking against bullying and interacting with peers in positive ways. Teachers also reach out to students to build relationships that create connectedness to the school. Our school counselor is available 3 days per week to assist individuals and groups of students who struggle with social, emotional and/or academic skills. Our wellness center is open two days a week and staffed by multiple counselors from an outside service provider. Our school psychologist works with all counselors and staff to bring social emotional learning opportunities into classrooms, small group settings, and individual counseling sessions.

Our vision for Gold Oak Elementary School is to create a center for a community of lifelong learners where cooperation, compassion, and celebration of diversity is encouraged. The Gold Oak community, which includes students, staff, families, and community members, truly believes that every child can succeed. We work together in a collaborative manner to provide an education that will nurture and build the academic strengths of each child. Our dedicated and innovative teaching staff shares in leadership responsibilities, knowing that solid research-based planning is the key to a quality academic program.

PART ONE: SAFETY PLAN PLANNING COMMITTEE

NAME	TITLE
Deborah Atkins (Principal), Kathy Miracle (Superintendent)	Administrators
R. Scott, J. Combellack, S. Lindquist	Certificated
D. Robinson	Classified
C. Waldie, K. Bendall, S. Pederson, C. Hagberg	Parents

Detail: Identify the role or contribution of committee members to the development of the plan. Describe how law enforcement, the community, parents, and students are involved.

The school principal, members of the certificated staff, and parents were involved in the creation of the plan. During School Site Council meetings, parents reviewed previous safety plans and provided input into this current plan. The school principal managed the project and acted as final editor.

In designing our Safe School Plan, we reviewed data from the 2022-23 Parent and Student Surveys to identify those areas we excel and those areas that require change. In addition, we reviewed school discipline records and student academic records.

Law enforcement is involved through a variety of community and county office committees. Both administrators collaborate with law enforcement in county-wide threat assessment trainings.

Detail: State your school's vision and describe its development, who was involved and how it addresses the goal of school safety.

"The mission of Gold Oak Elementary School is to provide academically rigorous curriculum, by promoting and challenging the intellectual, creative, physical and social development of all students in an environment where students are respected and feel connected."

Staff members, through a collaborative group process, developed this vision. The focus was on the student as a whole and their complete experience at Gold Oak Elementary. It was recognized that academic success is not only about pedagogy and curriculum, but also a sense of security, respect and belonging.

PART ONE: SAFETY PLAN SCHOOL SAFETY ASSESSMENT

Identify statistical data, source(s), and other documentation used to establish your school's safety needs. Identify who assessed safety needs at your school and how the assessment supports priorities and expected outcomes you have identified.

SURVEYS:

- California Healthy Kids Survey: Parent Survey
- California Healthy Kids Survey: Student Survey Grade 5 only
- California Healthy Kids Survey: Staff Survey
- Kelvin Pulse data: Student and Staff

DISCIPLINE:

- Number of common infractions
- Suspension/Expulsion records

ACADEMIC ACHIEVEMENT

- Report Cards
- Assessment results
- Promotion/Retention rate
- CAASPP results
 - SBAC
 - ELPAC
- Accelerated Reader data
- iReady Diagnostic assessments
- District Benchmarks
 - ELA
 - Mathematics

PART ONE: SAFETY PLAN AREAS OF PRIDE/DESIRED CHANGE

Describe your school's safety needs and prioritized areas for desired change.

CA Healthy Kids Survey Results indicated the following:

GOUSD Parent Data Results:

GOUSD is a safe place for students: 88% Yes (22-23); 88% Yes (21-22)

GOUSD adults really care about students: 87% Yes (22-23); 91% Yes (21-22)

Participation rate: 20% (22-23); 29% (21-22)

GO Student CHKS Data Results:

I feel safe at my school: 79% (22-23); 92% (21-22)

I am happy to be at school: 94% (22-23); 100% (21-22)

Teachers and grown ups at school care about me: 81% (22-23); 100% (21-22)

I feel proud to belong to your school: 60% (22-23); 93% (21-22)

Our priority is to address all safety concerns. Our goal is to bring those numbers to 100%.

Our priority is to increase these numbers by providing (1) a safe and positive learning environment; (2) opportunities for positive interaction between students and positive interactions with staff members (3) Social-emotional learning and supports.

In the past, an area of need was the number of parents who indicated that lack of counseling services is a concern. In 22-23, 52% of parents responded positively to "School provides quality counseling and supports for students with social emotional needs." We have taken steps to increase counseling services by offering support from Summitview counselors, our GOUSD Counselor, and our School Psychologist. We have also worked to acquire a \$145,000 grant from Cal Hope, which will provide a SEL Coordinator/TOSA, SEL curriculum, and IMPACT Leadership funds.

Please see a Healthy Kids Summary report at the end of this safety plan.

PART ONE

GOALS AND OBJECTIVES—SUMMARY PAGES

CULTURE AND CLIMATE

Current strategies that promote a school climate of respect, emotional safety, and a caring community:

- Teachers have been trained in PBIS, and strategies have been implemented.
- PAWS awards
- School Spirit Days
- School Activity Days and Assemblies
- Assist in Grizzly Grill
- PBIS assemblies schoolwide
- Monthly PBIS incentives, such as parties and student store
- Classroom buddies across grade levels
- Class responsible for Campus Beautification on monthly basis
- Participation in Unified Sports
- Spirit Weeks
- Impact teams for 4th and 5th graders
- Behavior walks at start of school year and early spring
- Implementation of SEL digital tools to monitor wellness and provide lessons

Assess issues of concern related to school climate:

- Bullying or other forms of mistreatment are concerns for 49% of parents district wide.
- Respect toward students (78% parents district wide)
- School motivates students to learn (78% parents *district wide*)
- 81% of students feel they are really cared about and listened to by other adults on the campus.
- 94% of students report being “happy to be at school.”
- 81% of students feel our school “teaches students to care about each other and treat each other with respect” consistently.

Safe School Plan strategies to promote a school climate of respect, emotional safety, and a caring community:

- Continued staff training/monitoring on the implementation of PBIS
- Establishing monthly climate and culture meetings to review discipline and cultural data.
- SEL and ACES ongoing training for staff.
- Increase frequency of recognition through our positive rewards system.

- Staff training in building relationships with students and creating a climate of respect (Love & Logic, trauma informed instruction)
- 4th & 5th grade students trained on internet safety
- School-wide assemblies and/or class study on anti-bullying
- Work with students with most extreme behavior in a positive manner and establish behavior goals for these students.
- Training for yard supervisors on positive interactions with students and de-escalation strategies
- Begin Social Emotional Learning program development through Cal Hope Grant
- Promote healthy lifestyle to continue encouraging positive connections with each other and a connection to school.

PHYSICAL SAFETY OF STUDENTS AND STAFF SUMMARY PAGES

Current Strategies in Place to Ensure Physical Safety of Students and Staff:

- Staff wear ID Badges daily
- Visitor check-in and badges
- Volunteer Policy (finger printing for volunteers)
- Staff training on Mandated Reporting, medical concerns of students, and school safety procedures
- All staff carry radios for quick communication.
- Monthly emergency drills
- Updated emergency plans and preparedness
- Regular site walks to check for physical safety issues
- Informing parents/guardians about safety procedures through parent information meeting or newsletters
- COVID-19 safety measures recommended by the CDPH and our local health department have been put in place and updated as recommended.

Assess Issues of Concern Related to Physical Safety of Students and Staff:

- Openness of campus: Unwelcome visitors on campus
- Condition of track due to poor water drainage
- 21% of students reported not feeling safe while at school

Safe School Plan strategies to address Physical Safety of Students and Staff:

- Continue to update school and district emergency preparedness plans.
- Review updates to plan with staff.
- Train all new staff in safety procedures
- Educate students on various drills and procedures throughout the year.
- Schedule monthly drills to practice emergency procedures on a regular basis.
- Hold bus evacuation drills annually
- Update parents/guardians on procedures and drills and other safety related information
- Monitor, revise, and maintain volunteer procedures and policies.
- Collaborate with Sheriff/Fire Departments on emergency preparedness.
- Continue monthly site inspections for safety concerns.
- Train yard supervisors in safety procedures
- Train teachers, staff, and students on “Clearing a Room”
- Additional procedures/practices specific to COVID 19 for duration of recommendations by the health department

SAFETY PLAN

GOALS AND OBJECTIVES

Component 1: Personal Characteristics of students and staff

GOAL #1	To continue to foster a safe, positive learning environment by maintaining connectedness between students and staff and working to help others in our school community. To create a cultural change in school where students are encouraged to display acts of kindness and compassion to fellow students and the school community.
RELATED ACTIVITIES	<ul style="list-style-type: none"> ▪ Regular “Love and Logic” and PBIS Staff Development ▪ Include classified staff in Love and Logic and de-escalation Training. ▪ Recognition of attendance: individual, class, improved & good attendance. ▪ School wide kindness activities • Spring into Reading (month) • Peer Buddies • IMPACT Leadership • Cal Hope Grant: SEL Coordinator/TOSA, SEL Curriculum, KELVIN Survey Tool
RESOURCES NEEDED	<ul style="list-style-type: none"> • Prizes for those students who are supportive to others in areas of behavior or academics. • Recognition of attendance
PERSONS RESPONSIBLE	<ul style="list-style-type: none"> • Principal (Deborah Atkins) • All Gold Oak Staff
TIMELINE	<ul style="list-style-type: none"> • March 2024 – March 2025
EVALUATION	<ul style="list-style-type: none"> • Number of students recognized for supportive behaviors. • Feedback from students • Discipline data • Promotion rate • Attendance data
BUDGET	<ul style="list-style-type: none"> • \$500 prizes • \$145,000 Cal Hope Grant (District-Wide)

GOAL #2	Continue and expand school community service projects.
RELATED ACTIVITIES	<ul style="list-style-type: none"> • Canned food drive • Class buddies • Toy drive • Kindness challenge • PAWS assemblies • Impact leadership for 4th and 5th graders • Participate in LEAD Project – 5th graders • Unified Sports
RESOURCES NEEDED	<ul style="list-style-type: none"> • Students/teachers to coordinate activities. • Contacts with community service coordinators. • Supplies needed to run activities
PERSONS RESPONSIBLE	<ul style="list-style-type: none"> • Principal • Teacher Coordinators for Impact Teams
TIMELINE	<ul style="list-style-type: none"> • March 2024 – March 2025
EVALUATION	<ul style="list-style-type: none"> • Timely completion of projects
BUDGET	<ul style="list-style-type: none"> • \$500 stipend • Materials donated

GOAL #3	Promote life-long health/fitness and develop a culture where student's physical well-being is valued.
RELATED ACTIVITIES	<ul style="list-style-type: none"> • Promote life-long fitness skills in physical education class. • Present lessons describing the long-term effects of tobacco, drug, and alcohol use at appropriate grade levels. • Present lessons describing health and hygiene at appropriate developmental levels. • Athletic teams
RESOURCES NEEDED	<ul style="list-style-type: none"> • Videos-health and hygiene • Sports equipment • Information to parents and students to advertise the athletic teams
PERSONS RESPONSIBLE	<ul style="list-style-type: none"> • PE teacher • Site principal • Classroom teachers
TIMELINE	<ul style="list-style-type: none"> • March 2024 – March 2025
EVALUATION	<ul style="list-style-type: none"> • Data collected at end of year—number of lessons. • Results of the California Physical Fitness Test • Student survey responses • Parent survey responses
BUDGET	<ul style="list-style-type: none"> • TBD

Component 2: School's Physical Environment

GOAL #4	To create a physical environment that is safe, friendly and conducive to learning while maintaining the overall look of the Gold Oak campus
RELATED ACTIVITIES	<ul style="list-style-type: none"> • Continue to use and train staff on using the safety forms and procedures • Climate and culture discussed at leadership meetings once a month (includes PBIS data) • Campus cleanup assigned to classrooms • Campus beautification projects • Monthly site safety inspections • COPS Grant: Communication, Notification & Security Focus ~ Addition of internet based Zoom phone system, battery back-ups for phones, two-way radios, intercom system, cameras, lock repairs
RESOURCES NEEDED	<ul style="list-style-type: none"> • Emergency Procedure Folders • Gloves • Garbage bags
PERSONS RESPONSIBLE	<ul style="list-style-type: none"> • Principal • Custodian, Plant Manager
EVALUATION	<ul style="list-style-type: none"> • Staff surveys • Parent surveys • Student surveys • Records of inspections, clean up assignments
TIMELINE	<ul style="list-style-type: none"> • March 2024 – March 2025
BUDGET	<ul style="list-style-type: none"> • TBD • \$500,000 COPS Grant

Component 3: School's Social Environment

GOAL #5	PBIS, Positive Behavioral Interventions and Supports, which is a program designed to optimize the message of kindness and compassion. It is dedicated to eliminating bullying and harassment on school campus. The goal is also to have a campus that is safe, welcoming, and filled with kindness and compassion.
RELATED ACTIVITIES	<ul style="list-style-type: none"> Teachers review with students the components of the PBIS system. Principal and staff present to all classes during behavior walks twice a year. Use PBIS tools to review and analyze PBIS data with staff members. PAWS assemblies monthly to recognize student positive behaviors and have class presentations focused on school expectations Support each other: audience giving positive feedback when classes present
RESOURCES NEEDED	<ul style="list-style-type: none"> MP room required for the assembly. Audio and video equipment for the presentation Ongoing PBIS professional development Regular meetings that will use resources for the implementation of the PBIS program.
PERSONS RESPONSIBLE	<ul style="list-style-type: none"> Principal Classroom teachers
EVALUATION	<ul style="list-style-type: none"> Student participation Student surveys Calendar of scheduled assemblies Staff surveys
TIMELINE	<ul style="list-style-type: none"> March 2024 – March 2025
BUDGET	<ul style="list-style-type: none"> \$500 for prizes Donations for prizes

GOAL #6	Generate greater school spirit and concern for student population
RELATED ACTIVITIES	<ul style="list-style-type: none"> • Promote greater student participation in all school activities • Continue to support PTO hosting an annual events and activities • Positive recognition postcards & Paws for Applause certificates • Partner with PTO to provide Spirit Days throughout the year. • Kickball challenge (5th graders vs staff at end of year) • Recognition for positive character traits with monthly Greatest Grizzly awards
RESOURCES NEEDED	<ul style="list-style-type: none"> • Spirit wear (PTO fund raiser) • Prizes to reward students selected for Paws for Applause • PAWS & postcards
PERSONS RESPONSIBLE	<ul style="list-style-type: none"> • Leadership team • Principal
EVALUATION	<ul style="list-style-type: none"> • Number of students participating in spirit day • PBIS data • Student surveys
TIMELINE	<ul style="list-style-type: none"> • March 2024 – March 2025
BUDGET	<ul style="list-style-type: none"> • Spirit wear – self supporting • School spirit items, certificates, and prizes – \$200 (Site, PTO)

Component 4: School's Cultural Environment

GOAL #7	Create a culture within the school that values learning, individual responsibility and students acting as part of a larger, diverse community.
RELATED ACTIVITIES	<ul style="list-style-type: none"> • At monthly staff (certificated and yard supervisors) meetings discuss school culture and climate describing areas of success and areas of improvement. • Promote student organization with personal planner (grades 4-5) • Participate in school community projects to have students connect to the larger community (canned food/toy drive, cross age tutors, class buddies, volunteers in cafeteria) • Spot light individual and/or groups of students at PAWS assemblies for academic success, attendance and displaying positive school expectations, both athletic and academic participation.
RESOURCES NEEDED	<ul style="list-style-type: none"> • Student planners • Teachers to coordinate school community service activities
PERSONS RESPONSIBLE	<ul style="list-style-type: none"> • Site Principal
EVALUATION	<ul style="list-style-type: none"> • Student performance on CAASPP, Common Core and district assessments • Report cards • Attendance data • Timely completion of school community service
TIMELINE	<ul style="list-style-type: none"> • March 2024 – March 2025
BUDGET	<ul style="list-style-type: none"> • Student planners paid through TUPE

ALIGNMENT OF GOALS AND VISION

How are your goals and objectives aligned with your school's vision?
What will your school look like after this project is underway?

As we move toward students achieving high standards, we work to provide an environment where they feel safe, welcome, and connected. Our plan addresses many facets of school life, ensuring not only greater physical safety, but also a greater sense of well being for all students at Gold Oak Elementary School. This plan includes educating students concerning issues of positive self-image, academic excellence, and all-around school spirit. We will also foster connectedness with the school as well as provide valuable experiences as they help others in their school community. In addition to this, we will work to improve the campus for greater physical safety to both the students and the members of the community who use our facilities. In short, students will pursue life-long learning, develop better relationships with each other, make choices for a life of healthy living, and seek to positively impact others in their school community. It is our persistent goal that Gold Oak Elementary School grows to be an even better place for students to achieve their very best.