



**MOUNTAIN VIEW LOS ALTOS HIGH
SCHOOL DISTRICT**

SCHOOL SAFETY PLAN

MOUNTAIN VIEW HIGH SCHOOL

SCHOOL SAFETY COMMITTEE

David Grissom, Principal

Teri Faight, Assistant Principal

Al Valdez, Student Conduct Liaison

Marivic Cagatao, Classified Employee

Officer Robert Taylor of Mountain View PD, School Resource Officer

Presented to the Board of Trustees for Adoption _____

Mountain View High School

School Safety Plan



A dynamic, changing plan for learning and working in a community that cares about students – their emotional and physical well-being and their academic progress and achievement.

MVLA district's core values of quality, continuous improvement, personal and caring environment, teamwork and empowerment guide our efforts to educate our students. We welcome you as part of this effort and our community.

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Our Goal

Our school will be a safe environment, free of drugs and violence, where students and staff will work together to foster a disciplined, respectful and harmonious environment conducive to learning.

District Mission

We are committed to creating a community of learners with the knowledge, skills, and values necessary to combine personal success with meaningful contributions to our multicultural and global society.

School Vision

We at Mountain View High School value an equitable and collaborative learning environment in which students and staff respect the diversity of our society. We value the intellectual, emotional, and physical well-being of our community. We are committed to empowering lifelong learners who can think critically, solve problems creatively, and participate ethically at MVHS and in our greater democratic society.

School Wide Action Plan

SCHOOLWIDE GOALS:

1. Create and maintain communication systems between school employees and between school and larger community related to student achievement.
2. Create and align assessments in department teams. Use results to modify curriculum, instruction and assessment.
3. Use data to create, direct and monitor targeted interventions.
4. Use data to make decisions about course offerings.
5. Increase enrollment of all students in AP, Honors and STEM courses.
6. Create mission and vision statements that reflect current practice and include School wide Learning Objectives.

SCHOOLWIDE PERFORMANCE EXPECTATIONS:

Increased achievement for underperforming sub-groups across key indicators while high levels of achievement for all students are maintained.

Introduction

Our School Safety Plans have evolved over the years, commencing with the enactment of SB 187, which required schools to develop Comprehensive School Safety Plans for the first time by September 1, 1998.

The State Legislature's intent in enacting SB 187 was to: *"...unite all existing statutes that relate to school safety and ensure compliance with their provisions by including the requirements of school safety provisions in each school's comprehensive school safety plan."*

The minimum requirements of this plan include:

- Assessing the current status of school crime.
- Identifying safe school strategies and progress
- Addressing the school's procedures for complying with existing laws relating to school safety, which must include:
 - • Child Abuse reporting procedures PC 11164 et seq.
 - • Disaster Response procedures
 - • Suspension and Expulsion Policies EC 48900 et seq.
 - • Procedures for notifying teacher of dangerous Students EC 49079
 - • Sexual harassment policy EC Sect. 212.6(b)
 - • School-wide dress codes prohibiting gang-related apparel EC 35183
 - • Procedures for safe ingress and egress from school
 - • Procedures to ensure safe and orderly environment conducive to learning
 - • Rules and procedures on school discipline EC 35291 & 35291.5

Placing school safety procedures and policies together in one plan as required by SB 187 has the great benefit of allowing school administrators to ensure that this vital learning support element is fully in place. In addition, the development of this plan fulfills a requirement of the Improving America's Schools Act, Title IV to conduct an objective analysis of drug and violence problems in schools and to set measurable goals for dealing with those problems.

SB 187 also prescribes the methods by which the plan must be established and annually updated. Furthermore it outlines Santa Clara County Office of Education and district responsibilities for ensuring that each school completes this plan.

- The school district and the county office are jointly responsible for the overall development of comprehensive school safety plans at each of their schools.
- The School Site Council is responsible for the development of the Plan and may delegate the responsibilities to a committee with specified members. EC 35294.1(b)

- The School Site Council shall work with law enforcement in developing the Plan. EC 35294.1(b)(3)
- The Comprehensive School Safety Plan shall be evaluated and amended as needed, not less than once per year. EC 35294.2(e)
- The Plan shall be readily available for inspection by the public.
- Each school must forward its Comprehensive School Safety Plan to the school district for adoption by the board and the district must submit the Plan to the County Office of Education. In the event that a school fails to develop a comprehensive plan, the district and the County Office of Education have the responsibility of notifying the California Department of Education of the failure to comply.

The Safe School Plan is a continuation of the plan developed in 1998. The subcommittee reviewed, edited, and added to the document to meet the current needs of the Mountain View High School Community.

David Grissom, Principal
Teri Faight, Assistant Principal
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Officer Robert Taylor of Mountain View PD, School Resource Officer

Reviewed March 2018

ASSESSMENT OF CLIMATE AND CONDITIONS

I. Results from Student Satisfaction Surveys

A. California Healthy Kids Survey 2017-18

76% of MVHS 9th graders and 90% of MVHS 11th graders feel safe at school.

70% of MVHS 9th graders and 59% of MVHS 11th graders feel happy to be at this school.

93% of MVHS 9th graders and 94% of MVHS 11th graders feel that there is a teacher or some other adult that really cares about them.

97% of MVHS 9th graders and 92% of MVHS 11th graders feel that there is a teacher or some other adult that always wants them to do their best work.

75% of MVHS 9th graders and 70% of MVHS 11th graders agree and strongly agree that their teachers treat them fairly.

95% of MVHS 9th graders and 94% of MVHS 11th graders have a high or moderate connectedness to school.

56% of MVHS 9th graders and 51% of MVHS 11th graders feel that there are interesting activities that they can participate in at school.

B. On the 2016 Naviance Exit Survey, seniors ranked their agreement with the following statements on a scale of 1-5 with 5 being strongly agree.

- My overall experience at MVHS has been positive. 4.1
- Most of my teachers cared about me and the progress I was making. 4.0
- When I needed help, I knew where to get it. 4.1
- I took advantage of opportunities to become involved in extracurricular activities offered here. 3.8
- I felt safe at this school. 4.3
- My experience at MVHS has had a positive effect on the kind of person I have become. 4.0
- My experiences helped me get along with different people, respect others, and cooperate. 4.2

II. Data

Number of Suspensions

<u>2013/2014</u>	<u>2014/2015</u>	<u>2015/2016</u>	<u>2016/2017</u>
58	17	22	20

Number of Expulsions

<u>2013/2014</u>	<u>2014/2015</u>	<u>2015/2016</u>	<u>2016/2017</u>
0	0	0	0

Number of Drop-Outs/Percentage

<u>2013/2014</u>	<u>2014/2015</u>	<u>2015/2016</u>	<u>2016/2017</u>
15/3.5%	12/2.6%	12/2.7%	0/0%

Crime Statistics – Number of Incidents

	<u>2013/2014</u>	<u>2014/2015</u>	<u>2015/2016</u>	<u>2016/2017</u>
Theft/Vandalism	3	0	0	0
Fighting	16	1	8	3
Dangerous Objects	1	1	2	0
Controlled Substance	16	10	6	10
Disruptive/Defiant	4	4	4	20
Other	0	1	2	0

Referrals to Alternative Education

	<u>2013/2014</u>	<u>2014/2015</u>	<u>2015/2016</u>	<u>2016-2017</u>
Moffett Independent Studies	6	12	9	6
Middle College	13	13	9	13
Terra Bella/Pine Hill North	14	1	1	0

Attendance Data

	<u>2013/2014</u>	<u>2014/2015</u>	<u>2015/2016</u>	<u>2016/2017</u>
# Unexcused Abs	17,904	14,873	16,025	17,023
# Excused Abs	63,549	62,272	67,127	68,940
# Tardies	20,607	18,644	18,814	20,127

III. Summary of Safety Committee’s Assessment

A. The following is a list of activities, events and organizations which contribute to Building Sense of Community and Pride

Parent/community participation via:

- ◆ MVLA Foundation - sponsors of parent education evening seminars
- ◆ PTSA
- ◆ Parent booster organizations (Sports, Choral/Vocal, Music, Theater)
- ◆ Grad-Night Committee
- ◆ English Language Advisory Committee (ELAC)
- ◆ Latino Parent Outreach (LPO)
- ◆ Parent Institute for Quality Education (PIQE)
- ◆ Computer classes for Spanish-speaking parents
- ◆ Tea Time
- ◆ Parent education seminars - 6 evening speakers sponsored by MVLA Foundation
- ◆ Parent information nights:
 - 8th Grade Parent Night
 - Back-to-School Night
 - Parent-Teacher Conferences
 - Course Selection Information Nights for each grade
- ◆ College Information Nights:
 - Count Down to College
 - College Fair
 - Financial Aid Workshop
- ◆ Community Information Nights:
 - Designer Drugs and Youth

Digital Safety

- ◆ Parent volunteers
- ◆ Parent tutors

Staff and Student Led Activities and Programs:

- ◆ Mentor Connection
- ◆ Just Read
- ◆ Ambassadors
- ◆ ASB Leadership class / ASB Government class
- ◆ Student Leadership activities/class competition/homecoming/assemblies/rallies
- ◆ Athletics
- ◆ Link Crew/Freshman orientation
- ◆ Strength in Unity Week
- ◆ Student clubs
- ◆ Best Buddies (partnership between Regular Ed and Special Ed)
- ◆ SST (Student Study Team)
- ◆ CHAC (Community Health Awareness Council) – Counseling on campus
- ◆ Challenge Team – monthly meetings
- ◆ Academic Counseling
- ◆ Performing Arts
- ◆ Visual Arts
- ◆ Dance Spectrum
- ◆ Communication between stakeholders
 - MVHS website and e-lists
 - Teacher web pages/Google Classroom
 - Grissom's Gazette
 - Daily broadcast of announcements
 - Parent access of SIS
 - Oracle
 - Science Guru publication
- ◆ Agency Partners
- ◆ Student Recognition/Award Events:
 - Sports
 - Instrumental Music
 - Drama
 - Science
 - Latinos
 - ELD
 - Recruited Athletes
 - Leadership
 - Choir
 - Seniors
- ◆ Tutorial center
- ◆ Peer tutors
- ◆ Faculty meetings
- ◆ Department meetings

- ◆ Leadership meetings - open to all staff
- ◆ New teacher training
- ◆ College and Career Center visits to classrooms

B. The following events, activities and procedures contribute to Addressing Diversity and Fostering Cultural Awareness

- ◆ Student Wellness classes for Parents (English and Spanish)
- ◆ Bilingual Community Liaison
- ◆ Camp Metamorph
- ◆ Challenge Day
- ◆ Iwata, Japanese Sister City
- ◆ AVID (Advancement via Individual Determination)
- ◆ Dance Spectrum
- ◆ Open access to Honors & AP (Advanced Placement) classes
- ◆ Support to EL (English Learners) through the EL Department
- ◆ Multi-cultural clubs, i.e. Asian, Black Student Union, Latino Student Union, Gay and Straight Alliances, Youth Alive, Trans* Panel
- ◆ Performing Arts
- ◆ BTSA workshops
- ◆ Tutorial Centers
- ◆ Extended Library Hours
- ◆ Latino Awards Night
- ◆ Translators at meetings or Spanish-speaking sessions for Back to School Night, Count Down to College, and other events
- ◆ Cultural and ethnic student clubs
- ◆ STEM Week
- ◆ College field trips
- ◆ Folklorico Dance Class
- ◆ Home visits to Spanish-speaking families
- ◆ Choir trips abroad
- ◆ School-wide service activities – Blood Drive, Food Drive, Cops and Gobblers
- ◆ Heterogeneous 9th grade English and World Studies classes
- ◆ World Studies Skill Class
- ◆ Math Lab Class
- ◆ Multi-Cultural embedded curriculum

C. The following interventions contribute to maintaining an Orderly Environment/

Appropriate Student Discipline and Conflict Resolution

- ◆ Policies and procedures in Parent/Student Handbook
- ◆ Code of Conduct talk to all classes
- ◆ Attendance policy, timely notification of parents, parent conferences, attendance contracts
- ◆ Saturday school/contracts
- ◆ Daily Planner with school rules and policies
- ◆ Student Conduct Liaisons
- ◆ School Resource Officer (SRO)
- ◆ Agency Partners
- ◆ Restorative Justice
- ◆ Camp Metamorph
- ◆ Challenge Team
- ◆ CHAC
- ◆ Peer Counseling
- ◆ Library (extended hours)
- ◆ Class Size Reduction – 9th grade
- ◆ ASB lunchtime activities
- ◆ Open gym at lunch
- ◆ Every 15 Minutes Presentation
- ◆ Alternative school placements (Alta Vista, Independent Studies Program, Alta Vista Opportunity)
- ◆ SARB Meetings
- ◆ Digital Citizenship Presentations
- ◆ Consent Presentations

D. Physical Safety

Facilities

- ◆ 5 AEDs on campus
- ◆ Emergency supplies (first aid, food, water) in every classroom
- ◆ Coordinated community response plan
- ◆ Comprehensive disaster evacuation plan
- ◆ First aid materials in the office
- ◆ Adequate fencing
- ◆ Improved outside lighting
- ◆ Telephone in every classroom
- ◆ Golf carts for Campus Liaisons
- ◆ PA system/alarms/fire alarms
- ◆ Walk-through inspections and hazard identification and correction

- ◆ Hazardous Materials Training for staff
- ◆ Hazardous Materials Removal
- ◆ Security cameras
- ◆ Earthquake retro-fitted facilities

Personnel and Training

- ◆ 2 Campus Liaisons
- ◆ MVPD School Resource Officer (SRO)
- ◆ Athletic trainer
- ◆ First Aid/CPR/AED Training available for all interested staff
- ◆ Notification of health concerns
- ◆ Behaviorist and therapists
- ◆ Sexual Harassment Policy

Disaster Preparedness

- ◆ Fire drills
- ◆ Earthquake drills
- ◆ Run Hide Defend drills
- ◆ Telephones in each classroom
- ◆ Updated emergency clipboards in all classrooms with instructions for fire, earthquake, and intruder on campus, and evacuation maps
- ◆ Internet access to all staff
- ◆ Crisis Response Box to MVPD, MVFD, District Office
- ◆ Emergency Contacts List
- ◆ Visitor badges and parking permits
- ◆ Equipment
- ◆ Containers with emergency supplies restored annually
- ◆ Transportation and PA systems
- ◆ First aid materials in the office; AED Defibrillators
- ◆ Walkie-talkies for emergency personnel

SCHOOL SAFETY/CLIMATE RELATED TRAINING AND INSERVICE WORKSHOPS

Activity: Hazardous waste removal training
 Participants: Science & art teachers, custodians
 When: Annually
 Outcome: Safe handling and disposal of classroom materials

Activity: New teacher training presented by District Office and BTSA
 Participants: New teachers
 When: Throughout the year

Outcome: Helps new teachers learn about district programs and gives them support.

Activity: CPR training/First Aid Training

Participants: Coaches, Special Ed Instructional Assistants, staff volunteers

When: Annually

Outcome: Safety training for medical situations

Activity: DWEB Presentations to all students

Participants: Administration

When: Every September

Outcome: Student education and prevention of crime, violence, drugs, etc. on campus

Activity: AVID Summer Training

Participants: AVID and non-AVID teachers

When: Summer

Outcome: Training of teachers in AVID methodologies to form a comprehensive school AVID team

Activity: Emergency Preparedness Training and Planning

Participants: District office personnel, local community emergency agencies and selected MVHS administrator and staff

When: Annually

Outcome: Review and improvement of procedures relating to school-wide emergencies

Activity: Disaster Drills

Participants: All staff and students

When: Ongoing

Outcome: Rapid and safe evacuation of school personnel and students

Activity: Suicide Prevention Training

Participants: All administrators, all counselors, school psychologist

When: Annually in August

Outcome: Effective treatment of students in need

SCHOOLWIDE ACTIVITIES TO SUPPORT/ENHANCE POSITIVE SCHOOL CLIMATE AND SAFE ENVIRONMENT

Activity: ASB Awareness Week focusing on annual themes

Participants: Student body

When: Annually in spring

Outcome: Increase the awareness of political, social, and humanitarian events

Activity: MDT Meetings

Participants: School administrators, juvenile probation officer, law enforcement

When: Monthly

Outcome: Continuous collaboration and sharing of information that relates to campus safety

Activity: Freshmen Orientation/Link Crew

Participants: Freshman and older students

When: Annually in the beginning of school year

Outcome: Introduce new student to the school and its culture.

Activity: Challenge Day

Participants: Students from all grade levels, teachers, and an administrator

When: Annually in second semester

Outcome: Fosters interconnectedness among the various students groups and staff on campus.

Activity: Camp Metamorph

Participants: Diverse group of students, teachers, and an administrator

When: Annually in the fall

Outcome: Builds empathy and empowers students to make authentic and meaningful decisions and creates allies among ethnic and social groups.

Activity: Carbon-Free Commute

Participants: Students

When: Annually in the fall

Outcome: Increase the number of students that ride their bikes to school, thus reducing the carbon footprint of the students.

Activity: Student Assistance Team

Participants: Administrator, psychologist, Special Ed teacher, counselor, and classroom teachers

When: Ongoing

Outcome: Decide on methods to best support struggling students

Activity: Back to School Night

Participants: Parents, students, teachers, and administrators

When: Annually in August

Outcome: Parents meet teachers and learn about the curriculum of the different classes creating a connection between the parents, the teachers, and the school as a whole.

Activity: ASB Activities (Homecoming, lunchtime activities, rallies, and dances)

Participants: Student body and supporting school staff

When: Annually throughout the school year

Outcome: Builds a sense of community among the participating students and staff

Activity: Parent teacher conferences

Participants: Staff, parents, and students

When: Annually in October

Outcome: Parents more informed and connected to teachers

Activity: Performing and Visual Arts Presentations
 Participants: Whole school and community
 When: Ongoing
 Outcome: Highlights the artistic achievements of hundreds of students and provides arts activities for the entire community to enjoy

Activity: Athletic events
 Participants: Whole school and community
 When: Ongoing
 Outcome: Highlights achievements of hundreds of students and provides athletics events for the entire community to enjoy

Activity: Student Recognition Events (Latino Awards Night, Senior Awards Night, Sports Awards Night, etc.)
 Participants: Students, parents, coaches, mentors
 When: Ongoing
 Outcome: Brings together hundreds of students and their families, and highlights achievements of these students on a regular basis

Activity: Parent meetings, including PTSA, MVLA Foundation, booster groups, Latino Parent Outreach, Tea Time
 Participants: Parents, community, and staff
 When: Monthly
 Outcome: Facilitates parent involvement and empowerment

CHARACTERISTICS AND CONDITIONS THAT SUPPORT MOUNTAIN VIEW HIGH SCHOOL TO BE A SCHOOL THAT IS SAFE AND RESPONSIVE TO THE NEEDS OF ALL STUDENTS:

AREAS OF PRIDE AND STRENGTH

Characteristic/Condition: Adequate campus security to assure school safety
 Source/Documentation: Staffing allocation

Characteristic/Condition: Physical location of campus surrounded by single family, high priced homes
 Source/Documentation: N/A

Characteristic/Condition: Communication and positive relationships with neighboring schools and community, agencies, between staff and students
 Source/Documentation: WASC survey results and observation

Characteristic/Condition:	Communication between staff, principal and security officers; radio communication devices and telephones in each classroom to help staff feel safe
Source/Documentation:	WASC survey results and observation
Characteristic/Condition:	Student, staff & parents feel welcomed and supported on the campus
Source/Documentation:	WASC survey
Characteristic/Condition:	Low incidents of crime on campus
Source/Documentation:	Crime Statistics
Characteristic/Condition:	Highly trained and committed Certificated staff.
Source/Documentation:	Hiring data, evaluation data, survey results, WASC report
Characteristic/Condition:	Strong student participation rate in extra and co-curricular activities, i.e. approx. 40% of students participate in Performing Arts alone; 48% in athletics; activities provide a “home” for kids
Source/Documentation:	Enrollment/participation data
Characteristic/Condition:	Safe and clean campus as a result of ongoing maintenance and renovation.
Source/Documentation:	Survey results, observations, WASC report
Characteristic/Condition:	Supportive and actively involved parent community
Source/Documentation:	Membership records, frequency of participation in activities, survey results, WASC report
Characteristic/Condition:	Outstanding reputation in the community and among colleges and universities
Source/Documentation:	College admissions records on Naviance, news reports, accountability report, API and other test scores, survey results, WASC report
Characteristic/Condition:	High quality, active support system for new teachers (BTSA)
Source/Documentation:	Agendas, minutes and evaluations from BTSA activities, retention rates
Characteristic/Condition:	Majority of students go on to post-secondary education and training. 2-yr colleges: 2014 - 21%, 2015 - 29%, 2016 - 23% 4-yr colleges: 2014 - 70%, 2015 - 67%. 2016 - 71%
Source/Documentation:	Attendance reports, number of students admitted to colleges and universities, publications, accountability report
Characteristic/Condition:	Drop-out rate is extremely low and few students are referred to alternative education programs
Source/Documentation:	Attendance reports

HIGH PRIORITY CONCERNS AND NEEDS

Findings based on:

- ◆ Data Review
- ◆ Interviews
- ◆ Committee Brainstorming
- ◆ Observation

ACTION PLANS

Goal #1 - Develop support systems that will help students deal with stress.

Specific objective: Collaborate with mental health personnel, counselors, and teachers to develop support systems that will provide students with strategies (time management, self-care, etc.) that will help students deal with stress effectively.

Activity #1

What: Meet with students in a variety of classes and clubs to discuss what is causing them stress.

Who: Assistant Principals and teachers

When: Annually since 2015

Evaluation: List of stressors gathered from students

Activity #2

What: Develop a survey to gather more information from a larger group of students about what is causing them stress and to what extent do they feel stressed.

Who: Assistant Principals

When: Spring 2015, 2017, 2018

Evaluation: Survey results

Activity #3

What: Present findings to the Leadership Team, academic counselors, and mental health therapists and interns. Brainstorm methods to lower student stress levels.

Who: Two Assistant Principals

When: Fall 2016, Spring 2017, Spring 2018

Evaluation: Notes from Leadership Meetings

Activity #4

What: Formulate a plan for assisting students with high to moderate stress levels.
Who: Staff working with the Leadership Team and Assistant Principals and Challenge Success
When: Ongoing since Fall 2016
Evaluation: Repeat survey of students to see if stress levels have decreased

Goal #2 - Decrease the amount of theft, vandalism, and student misconduct on campus.

Specific objective: Increase the administrators' ability to solve theft, vandalism, and student misconduct cases by having improving the effectiveness of our current security cameras as well as expanding our number of cameras so the cameras can cover a larger amount of the campus.

Activity #1

What: Work with the district technology department to improve the functioning of our current cameras.
Who: Assistant Principal responsible for facilities
When: Ongoing
Evaluation: The current cameras will be functioning properly 80% of the time.

Activity #2

What: Determine the amount of additional cameras needed and the placement for these cameras.
Who: Assistant Principal, Student Conduct Liaison, District Technology Staff
When: Summer 2017
Evaluation: Meet with the company that installed the previous cameras and get a quote for the needed cameras, computers, and installation.

Activity #3

What: Install a total of 32 surveillance cameras and give access to camera footage to all Admin
Who: Assistant Principal responsible for facilities, Principal
When: Fall/Winter 2017
Evaluation: Have the new cameras installed.

Goal #3 – Increase academic success for all of our students, but especially underrepresented students in Honors and AP classes.

Specific objective: Increase the number of underrepresented students in Honors and AP classes as well as provide academic support so they will stay in these classes and be successful.

Activity #1

What: Present Staff Development to both certificated and classified personnel that addresses Stereotype Threat/Identity Safety and Growth Mindset
Who: Assistant Principals
When: August 2014
Evaluation: Presentation materials (PowerPoint), number of requests for books that address these two topics

Activity #2

What: Form an AP Task Force
Who: Administrators and 17 teachers
When: Fall 2014
Evaluation: Attendance and notes from AP Task Force Meeting

Activity #3

What: Develop programs and trainings to help both the targeted students and the AP teachers.
Who: AP Task Force
When: Fall 2014 - Summer 2015
Evaluation: Staff development presentations, student sign-in sheets for finals preparation seminars, student attendance at Summer Bridge Retreat

Activity #4

What: Continue to identify and encourage underrepresented students with academic promise to enroll in one or more AP classes.
Who: Academic counselors, AVID teachers, classroom teachers, and administrators
When: Ongoing since 2014
Evaluation: During the years MVHS worked with EOP, the enrollment of Latinos in AP classes increased by 9%. Continue to collect AP enrollment data and analyze it to see if the percentage of underrepresented students is increasing, maintaining, or decreasing.

SUPPORTING DOCUMENTATION AVAILABLE ON DISTRICT & STATE WEBSITE

I. Board Policies and Administrative Regulations

A.	Philosophy		
	BP/AR	0450	Comprehensive Safety Plan
B.	Personnel		
	BP/AR	4158	Employee Security
	OP	4158	Notification of Suspension Confidential Report on Disruptive Students
C.	Students		
	BP	5145.3	Nondiscrimination/Harassment
	BP/AR	5145.7	Sexual Harassment
	BP/AR	5141.4	Child Abuse Reporting Procedures
	BP	5131	Conduct
	BP/AR	4131.4	Campus Disturbance
	BP	5135.5	Vandalism and Theft
	BP/AR	5131.6	Alcohol and Other Drugs
	BP/AR	5131.62	Tobacco
	BP	5131.63	Anabolic Steroids
	BP/AR	5131.7	Weapons and Dangerous Instruments
	BP/AR	5132	Dress and Grooming
	BP/AR	5136	Gangs
	BP	5137	Positive School Climate
	BP/AR	5141	Health Care and Emergencies
	BP	5142	Safety
	BP/AR	5144	Discipline
	BP/AR	5144.1	Suspension and Expulsion/Due Process
	AR	5144.2	Suspension and Expulsion/Due Process (Students with Disabilities)
	BP/AR	5119	Students Expelled from other Districts
	BP	5145	Civil and Legal Rights and Responsibilities
	BP	5145.1	Invasion of Student Privacy
	BP/AR	5145.11	Questioning and Apprehension
	BP/AR	5145.12	Search and Seizure
	BP	5113	Absences and Excuses
	OP	5113	Consequences for Absences

II. District Crime Statistics, Suspension, Attrition and Drop Out Data

Notes:

district ARs can cover: child abuse report
suspension/expulsion
teacher notification on dangerous pupils
dress code
discrimintaion & harasment

we need to haev details in our report on

diaster procedures
saf ingree and egress
safter and orderling learning environment