



**MOUNTAIN VIEW LOS ALTOS HIGH
SCHOOL DISTRICT**

SCHOOL SAFETY PLAN

ALTA VISTA HIGH SCHOOL

SCHOOL SAFETY COMMITTEE

Bill Pierce, Principal

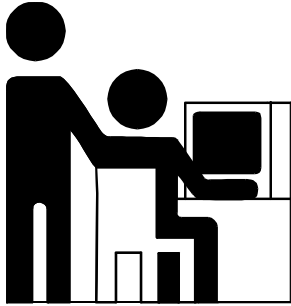
Alba Garza, Staff Representative

Debi Rudd, Staff Representative

Robert Taylor, Mountain View Police Department

Presented to the Board of Trustees for Adoption on March 25, 2019

Alta Vista 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.

Teamwork

Empowerment

Personalized & Caring Environment

Quality

Continuous Improvement



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Our School Safety Goal

Our school will be free of drug and alcohol related issues and students and staff will work together to foster a disciplined 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.

Alta Vista High School's Mission and Vision

“Alta Vista High School – Where innovation is a daily practice.”

Our mission is to provide a rigorous learning environment that is safe, caring, and flexible so that students can graduate high school.

Our vision is to be a place where all students become responsible young adults who can think critically, communicate effectively, and achieve academically.

Expected Schoolwide Learning Results **Alta Vista High School Students CARE**

Critical Thinkers

Students will be critical thinkers who:

- *Interpret and understand key concepts in all subject matter areas.*
- *Evaluate and analyze information from multiple points of view.*
- *Develop original arguments supported by evidence.*

Academic Achievers

Students will be academic achievers who:

- *Effectively and efficiently manage their time.*
- *Consistently meet or exceed standards for learning objectives and assignments.*
- *Monitor their academic standing and progress.*
- *Graduate prepared to successfully transition to college and career.*

Responsible Young Adults

Students will be responsible young adults who:

- *Demonstrate resilience and the ability to overcome obstacles.*
- *Maintain excellent attendance.*
- *Develop short and long terms goals and action plans to achieve them.*
- *Prioritize physical, mental, and emotional well-being.*
- *Speak and act in a way that positively contributes to their community.*

Effective Communicators

Students will be effective communicators who:

- *Read, write, listen, and speak reflectively, critically, and with integrity.*
- *Demonstrate comprehension and thoughtful consideration of others' ideas by asking and answering detailed, on-topic and complex questions.*
- *Construct new meaning or understanding through civil collaboration and exchange.*
- *Express their ideas clearly and appropriately for various audiences and purposes.*

Introduction

Our School Safety Plans have evolved over the years, commencing with the enactment of SB 187, when 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:

- Maintaining a safe environment for students.
- Identifying and implementing 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 procedure 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 School's 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.

Bill Pierce, Director of Alternative Education
Alba Garza, Staff Representative
Debi Rudd, Staff Representative
Robert Taylor, Mountain View Police Department

Reviewed March 2019

ASSESSMENT OF CLIMATE AND CONDITIONS

I. Results from our last WASC accreditation process which includes input from a wide variety of stakeholders who see our school and its operations from many different viewpoints.

Findings	Supporting Evidence
<p>Existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning:</p> <p>Excellent facilities: The facilities are clean, kept in good repair, well maintained, feel new and up to safety code. The classrooms are aesthetically pleasing and are functional work spaces for both students and staff. The furniture is in good repair and is individualized to meet the needs of the curriculum and instruction and student population. The technology is current and easily accessed. We are fortunate to be a fiscally solvent district and providing the resources to best meet student needs is a district wide priority. The district has backed its current STEM initiative with the staffing and technology to make STEM development possible.</p> <p>The school is safe:</p> <ul style="list-style-type: none"> • Very few fights occur at our school. • Very little damage is done to school property. • School psychologist is on site. • SPED students have regular counseling sessions. • Campus security cameras. • CHAC counseling for students who are unable to focus on content can see counselors before returning to class. The health van comes monthly in order to ensure students have the proper health care they need. Safety Plan/School Safety/ practice lockdown procedures • Walkie-Talkies for emergency staff communication • Closed campus and a strong effort to greet students in the morning via our one and only access point on campus. • Home room available for SPED students as a safe place for redirection. • A full day bell schedule that permits free and reduced lunch students access to two meals a day. • Students who are serious behavior problems can be referred out to the Alta Vista Opportunity Program. Parents often call the school admin support to discuss issues pertaining to student or family. • Active and visible school resource officers. • Site Action Plan identifies early steps to create a School Wellness Center. • The school is striving to create a sustainable positive school culture amongst our student body, despite a 	<p>Beautiful, fully appointed classrooms, offices, and grounds</p> <p>Environmental science area</p> <p>Construction building and classroom</p> <p>Technology in classrooms</p> <p>Student computers in classrooms</p> <p>Discipline and suspension records</p> <p>Home Room (SPED)</p> <p>Instructional Aid in G.E. classes</p> <p>Campus Security Cameras</p> <p>Health Van</p> <p>CHAC Counseling</p> <p>Walkie Talkies</p> <p>Chapter 1 data</p> <p>Drills</p> <p>Bell schedule</p> <p>Referrals to alternative settings</p> <p>Phone calls to office by parents</p>

<p>very transient population, and this is reflected in our Site Action Plan for this year:</p> <ul style="list-style-type: none"> • Instructional Aides available for all SPED and reg ed students in regular ed. classes and SPED support classes. • Students and parents sign a technology contract/agreement. • A student handbook is given to each student and explained during a school-wide assembly on the first day of school. • ILPs to help students to have a plan and own their plan. • Revamped parent/teacher conferences. • Guest speakers. • Regular assemblies. • Incentives and recognition for students who make progress. • Leadership class on campus. • Why Try, a school resiliency program, is being piloted in a few classrooms to create a common language. The district has adopted this curriculum as an intervention, striving for cohesion for the at risk students across the district. • More special activities during the day. • Young Life club on campus. • Students are enthusiastic caregivers to the chickens and other animals. • Small class sizes allowing for more comprehensive academic support of students in the learning environment ensuring more success for students and helping to mitigate behavioral issues. <p>By having only one administrator at our site, teachers can feel that they have limited options in dealing with a behavior issue in class because staff cannot assume that there will be someone in the office to handle discipline. This can impact on school and classroom culture and is an issue we are working to address.</p>	<p>Site Action Plan Aztec Achievement Award Perfect Attendance award Parent/student agreement Student of the month Student handbook Website Why Try Curriculum School calendar</p> <p>New parent/teacher conf Master schedule</p> <p>Specialized career tech programs</p> <p>Master schedule demonstrating small class sizes</p> <p>Observation of intimate, safe and supportive classroom experiences Student survey Tardy policy study</p>
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II. Data

Attendance Rates

	2015/2016	2016/2017	2017/2018
% Annual Attendance AVHS	93	87	78.1
% Annual Attendance MVLA	97.2	96.9	96.6

Suspension and Expulsion Rates

Rate	School			District		
	15/16	16/17	17/18	15/16	16/17	17/18
Suspension	12.8	14.2	10.5	1.6	2.4	2.5
Expulsions	0	0	0	0	0	0

Transfers from Alta Vista High School

MVHS	LAHS	PAHS	GHS	AE	COM	MOVE	GRAD	INST	TOTAL
1	6	0	2	15	2	16	24*	0	66

AE – Adult Education **COM** – County Community School **MOVE** – Moved out of district **GRAD** – Graduate (*includes 2 CHSPE students) **INST** – Institutional Placement

III. Summary of WASC/Safety Committee’s Assessment

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

- ◆ Morning greetings
- ◆ SAT (Student Assistance Team)– weekly as part of regular staff meetings
- ◆ Case Management Program
- ◆ CHAC (Community Health Awareness Council)
- ◆ Out-to-Lunch Mentoring Program
- ◆ Challenge Team meetings
- ◆ Agency Partners meetings
- ◆ Yearbook
- ◆ Co and extracurricular activities
- ◆ Halloween costume contest with staff and students
- ◆ Thanksgiving Feast Celebration
- ◆ Principal’s honor roll and quarterly awards assemblies
- ◆ Inclusion of MVLA District Office staff in activities
- ◆ College T-shirt day for staff
- ◆ AVHS School Apparel

- ◆ Shadowing program in Spring
- ◆ Awards and recognitions, i.e. WASC accreditation, Model Continuation School

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

Curriculum

- ◆ CLAD training for all staff
- ◆ Multicultural literature infused through English/Social Studies classes
- ◆ Cross curricular activities combining English and social studies

School-wide Activities

- ◆ AVHS Fun Faire
- ◆ World Eats Day (Thanksgiving)
- ◆ Annual MVPD/AVHS Softball Game

C. The following interventions contribute to maintaining an Orderly Environment/appropriate Student Discipline and Conflict Resolution

- ◆ Culture of respect
- ◆ Comprehensive enrollment process
- ◆ Well trained staff
- ◆ Attendance Policy – regular meetings with parents
- ◆ Clear policies and procedures consistently enforced
- ◆ SRO (School Resource Officer)
- ◆ Student support & outreach
 - Health van
 - Tobacco prevention
 - Nutritionist
 - Psychological services
- ◆ Behavioral contracts
- ◆ Enforcement of Attendance and Tardy policies
- ◆ Case Management Program
- ◆ Mentoring program
- ◆ Instructional aids in English & Math
- ◆ CHAC Counselors (Community Health Awareness Council)
- ◆ Stanford’s Lucille Packard Adolescent Health Van

D. Physical Safety

Facilities

- ◆ School Emergency Operations Center
- ◆ Disaster preparedness boxes with emergency supplies in every classroom
- ◆ First aid supplies
- ◆ Water in every classroom
- ◆ Coordinated community response plan
- ◆ Comprehensive disaster evacuation plan
- ◆ Well-lit campus

- ◆ Telephones in every classroom
- ◆ PA system/alarms

Personnel and Training

- ◆ Good working relationship with LAPD and MVPD
- ◆ Notification of teachers regarding student behavior
- ◆ Hazardous waste removal and training
- ◆ Notification of health concerns
- ◆ Annual training of EPIE pens, AED and Glucagon
- ◆ Multi-disciplinary team training
- ◆ Challenge Team
- ◆ Annual earthquake and fire evacuation training
- ◆ Code Red training and school-wide drill

Disaster Preparedness

- ◆ Semiannual Code Red, earthquake and fire drills
- ◆ Equipment
 - PA systems – stationary and portable
 - Telephones in classrooms and cell phones
 - Radio/walkie-talkies
- ◆ Annually updated handbooks and emergency procedures
- ◆ ICS Flow chart indicating responsibilities
- ◆ Fire Department inspections

SCHOOL SAFETY/CLIMATE RELATED TRAINING AND INSERVICE WORKSHOPS

Activity: Hazardous Material Training
 Participants: Maintenance personnel, custodians
 When: Annually
 Outcome: Safe handling and disposal of classroom materials

Activity: Challenge Team
 Participants: Bill Pierce & Alba Garza
 When: Ongoing
 Outcome: Continuous collaboration and sharing of information that relates to school and community relationships

Activity: MDT meetings with MVPD and surrounding school districts
 Participants: Bill Pierce & Alba Garza
 When: Ongoing
 Outcome: Continuous collaboration and sharing of information among Mountain View PD and partner school districts.

Activity: Emergency Preparedness Training and Planning

Participants: Mountain View Police & Fire Dept., and all administrators
When: Annually
Outcome: Continuous review of procedures relating to school-wide emergencies

Activity: Disaster Drills
Participants: All staff
When: Ongoing
Outcome: Better understand and organize our evacuation drill process

Activity: QPR Training
Participants: All administrators, all counselors, school psychologist
When: Ongoing
Outcome: More consistent and effective treatment of students in need

Activity: Student Assistance Team
Participants: All staff
When: Ongoing
Outcome: More effective and appropriate services for students in need

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

Activity: Back to School Night
Participants: Whole school and community
When: Annually in August
Outcome: Parents meet teachers and develop knowledge and connection to school community.

Activity: Parent teacher conferences
Participants: Staff, parents, and students
When: Annually in October
Outcome: Parents more informed and connected to teachers

Activity: Community Resources Program
Participants: Schoolwide
When: Ongoing
Outcome: Provides for the non-academic needs our students have which prevent them from having academic success

Activity: Out to Lunch program
Participants: All students
When: Ongoing
Outcome: Builds an extended sense of family and community for the students and their mentors

Activity: Community volunteers
Participants: Rotary & Kiwanis clubs, churches

When: Year round
Outcome: Builds an extended sense of family and community

Activity: Co and extra-curricular activities
Participants: Schoolwide
When: Year round
Outcome: Builds a sense of community in an inclusive, fun way.

Activity: Contests and celebrations
Participants: Schoolwide
When: Ongoing
Outcome: Highlights achievements of students

Activity: Honor roll
Participants: All students
When: Ongoing
Outcome: Highlights achievements of students

Activity: Alta Vista HS apparel to increase staff unity and school coherence
Participants: Schoolwide
When: Ongoing
Outcome: Builds a unifying sense of camaraderie

Activity: Grade Level Advisory
Participants: All students
When: Bi-Monthly
Outcome: Boosts students' achievement through ongoing updates on academic progress

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

AREAS OF PRIDE AND STRENGTH

Characteristic/Condition: Friendly staff: students are greeted each morning upon entering the campus and bid farewell at the end of the day by the principal
Source/Documentation: Observations

Characteristic/Condition:	Balanced diverse staff in terms of ethnicity, sex and age
Source/Documentation:	Staffing report
Characteristic/Condition:	Specially trained staff dedicated to work with at-risk youth – staff applied to teach at Alta Vista High School
Source/Documentation:	Observation & Staffing report
Characteristic/Condition:	Awards and recognitions received by Alta Vista High School, i.e. Model Continuation High School, 6-year WASC accreditation, Golden Bell Award, teacher, administrator, classified personnel of the year
Source/Documentation:	WASC, Awards
Characteristic/Condition:	Students who appreciate a second chance and the support that the school provides
Source/Documentation:	Observation and Graduation Speeches WASC Feedback
Characteristic/Condition:	Reputation of the school in the community
Source/Documentation:	Feedback and monetary donations received from corporations and private donors, newspaper articles
Characteristic/Condition:	Monthly report cards are more detailed than traditional report cards
Source/Documentation:	Observations and feedback
Characteristic/Condition:	High participation rate of community volunteers in the life of the school
Source/Documentation:	Observations & WASC Data
Characteristic/Condition:	Access to other alternative education opportunities, i.e. community college classes for highly successful students
Source/Documentation:	Records
Characteristic/Condition:	High graduation rates and low drop-out rates
Source/Documentation:	Records
Characteristic/Condition:	Case management program
Source/Documentation:	Observation and records

HIGH PRIORITY CONCERNS AND NEEDS

Findings based on:

- ◆ WASC Data Review/Analysis of Assessment of Climate & Condition

ACTION PLAN

GOAL #1 Increase the number of students who access drugs/alcohol services

Specific objective: Increase the number of students receiving drug/alcohol services by 50%

Activities/Strategies to reach goal:

Activity #1

What: Effective orientation emphasizing zero tolerance for drug and alcohol related incidents on campus and availability of services to support students trying to reduce usage
Who: Principal, community resources coordinator, advisory teachers
When: 1st week of school and throughout the year
Evaluation: Collection of all Student Contracts and number of initial referrals

Activity #2

What: Immediate and appropriate consequences for drug and alcohol related incidents on campus
Who: Principal, community resources coordinator and school resource officer
When: Ongoing
Evaluation: Referral and suspension rate

Activity #3

What: Targeted counseling and mentoring for drug and alcohol involved students
Who: Principal, community resources coordinator and mentoring coordinator
When: Ongoing
Evaluation: Record of placements in mentoring and counseling programs

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 Date