SCHOOL SAFETY PLAN

MOUNTAIN VIEW HIGH SCHOOL

SCHOOL SAFETY COMMITTEE

David Grissom, Principal
Teri Faught, 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 Faught, Assistant Principal
Al Valdez, Student Conduct Liaison
Marivic Cagatao, Classified Employee
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

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Number of Expulsions

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Number of Drop-Outs/Percentage

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Crime Statistics – Number of Incidents

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<td>Fighting</td>
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<td>Disruptive/Defiant</td>
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<td>Other</td>
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Referrals to Alternative Education

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<td>Moffett Independent Studies</td>
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<td>Middle College</td>
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Attendance Data

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<td># Unexcused Abs</td>
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<td>20,607</td>
<td>18,644</td>
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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  
discrimination & harassment  
we need to have details in our report on
disaster procedures
safe ingree and egress
safter and orderling learning environment