

COMPREHENSIVE SCHOOL SAFETY PLAN

Effective Dates October 2022 – October 2023

Mendocino High Schools

Mendocino Unified School District

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This Plan is Available for public inspection during regular business hours.

| | |
|------------------------------|--------------------|
| Public Input Meeting Held: | September 26, 2022 |
| Adoption by Governing Board: | October 20, 2022 |
| Scheduled for Review On: | September 2023 |
| Date of last SARC: | January 2022 |

TABLE OF CONTENTS

| | |
|--|----|
| Committee Members..... | 2 |
| Safe School Vision Statement..... | 3 |
| School-wide Goals | 3 |
| Data Analysis | 4 |
| Student and parent survey data | 4 |
| A. Child Abuse Reporting Procedures..... | 15 |
| B. Disaster Response Procedures | 15 |
| C. Suspension & Expulsion Policies | 16 |
| D. Procedures for Notifying Teachers of Dangerous Pupils | 17 |
| E. Discrimination & Harassment Policy | 17 |
| F. School-wide Dress Code..... | 18 |
| G. Safe Ingress and Egress | 18 |
| H. Ensuring a Safe & Orderly Environment..... | 19 |
| Component I – SOCIAL ENVIRONMENT (People and Programs) | 19 |
| Goal 1 | 19 |
| Annual Measurable Outcomes | 19 |
| Actions for Goal 1 | 20 |
| Component II – PHYSICAL ENVIRONMENT (Facilities) | 21 |
| Goal 2..... | 21 |
| I. Rules and Procedures on School Discipline | 22 |
| J. Tactical Responses..... | 22 |
| K. Bullying Prevention Policies & Procedures..... | 22 |
| Monitoring and Communicating the Plan..... | 23 |
| APPENDIX..... | 25 |
| Safe Driving Policy | 28 |
| Skateboards, Bike, Scooters, etc. Use Policy | 28 |

Committee Members

The undersigned members of the Mendocino High School Site Council have met in the development of the following Comprehensive School Safety Plan. (Signatures were not collected due to remote meeting format)

Signatures:

| | |
|--|------|
| Tobin Hahn, Principal | Date |
| Marshall Brown, Teacher's Association Representative | Date |
| Meghan Smithyman, Classified Employee Association Representative | Date |
| Penny Haas, Teacher | Date |
| Diana Dominguez, Teacher | Date |
| Genevieve Schaner, Student | Date |
| Arete Gagnon, Student | Date |
| Jim Gagnon, Parent | Date |
| Jen Garofolo, Parent | Date |
| | |
| | |

Safe School Vision Statement

Located in a small town of great natural beauty, the Mendocino High Schools are based on a foundation of strong personal relationships and respect for the whole child. We foster an individualized approach to education that inspires students to find their passions and develop strengths that will prepare them for college, career, and life-long learning. Through relevant and engaging learning experiences, all students are encouraged to strive for excellence, to persevere with creativity and resilience, to invest and engage in their education, and to be positive, productive, and informed citizens of local and global communities.

School-wide Goals

- 1) While we have structures and supports in place, there is a need to increase the efficiency and accountability of our intervention program to reach all students and involve stakeholders. We will expand our multi-tiered system of supports (MTSS) through the existing structures of PBIS, ASPIRE, and Personal Success Period (PSP) to promote academic excellence, positive behaviors, and social-emotional well-being for all students. We will also explore research based models to ensure we are using our special education resources as efficiently as possible to support student learning.
- 2) Due to many factors, both internal and external to the school community, there is a need to cultivate a culture of rigor that values the importance of sustained effort and academic excellence. To support staff and students in improving rigor, we will utilize professional learning community strategies with fidelity to create a culture of excellence amongst staff and insure student learning, and we will explicitly teach students perseverance and resilience.
- 3) In order to inspire our students to be lifelong learners and productive citizens, we will analyze our programs and curriculum for relevance and explore strategies – such as project-based learning, cross-curricular connections, and student empowerment – for making education more accessible and meaningful to our students. We will continue to expand and improve our career and college readiness programs to best prepare our students for post-secondary success.

Data Analysis

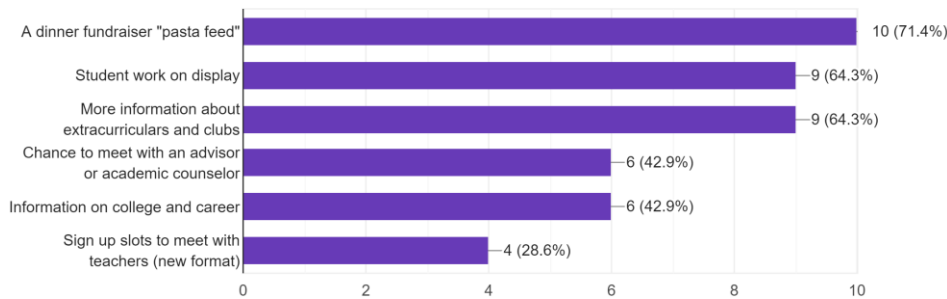
Assessment of current status of school environment and crime

| Available Data Sources | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
|--------------------------------------|---------|---------|---------|---------|---------|
| California Health Kids Survey (CHKS) | X | | X | | |
| CHKS Staff Survey | X | | | | |
| CHKS or other Parent Survey | X | | X | X | |
| Other Student Survey | X | X | X | X | X |
| Truancy | X | X | X | X | X |
| Student Referrals/Discipline | X | X | X | X | X |
| Suspensions/ Expulsions | X | X | X | X | X |
| DataQuest | X | X | X | X | X |

Student and parent survey data

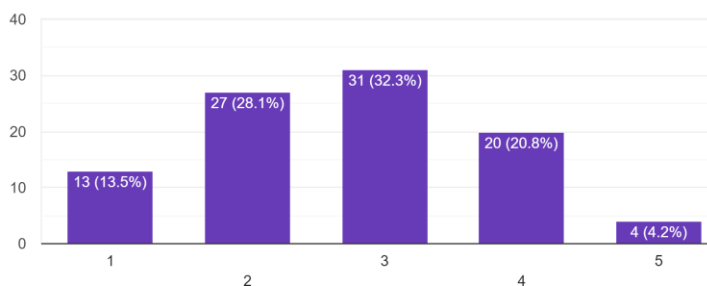
Which of these would you like to see at future Back to School Night events? Check all that apply.

14 responses



Grading is consistent across the school:

96 responses



5 – strongly agree

California Healthy Kids Survey 2021

Key Indicators of School Climate and Substance Use

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % | Table |
|--|--------------|--------------|---------------|---------|-------|
| School Engagement and Supports | | | | | |
| School connectedness ^{†Φ} | | | | – | A6.7 |
| Academic motivation [†] | 57 | 43 | 55 | – | A6.7 |
| Monthly Absences (3 or more) ^Φ | | | | – | A6.2 |
| Maintaining focus on schoolwork [†] | 21 | 26 | 13 | – | A6.13 |
| Caring adult relationships [†] | 67 | 60 | 73 | – | A6.7 |
| High expectations-adults in school [†] | 76 | 72 | 77 | – | A6.7 |
| Meaningful participation ^{†Φ} | | | | – | A6.7 |
| Facilities upkeep ^{†Φ} | | | | – | A6.16 |
| Promotion of parent involvement in school [†] | 57 | 42 | 67 | – | A6.7 |

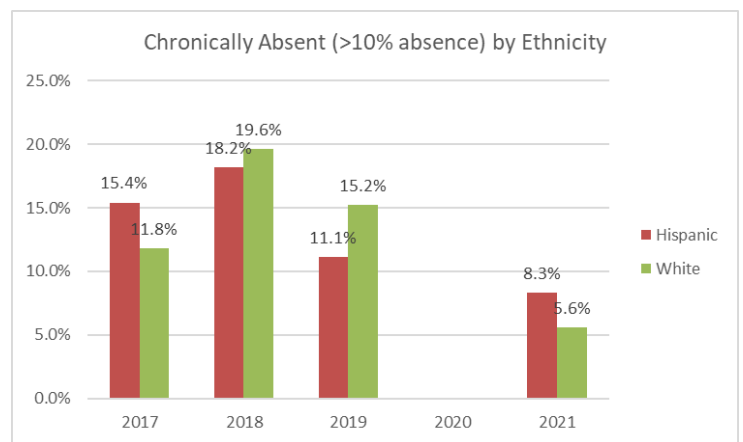
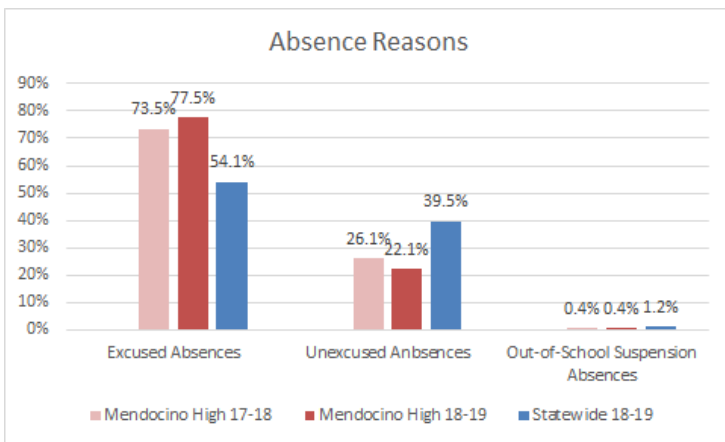
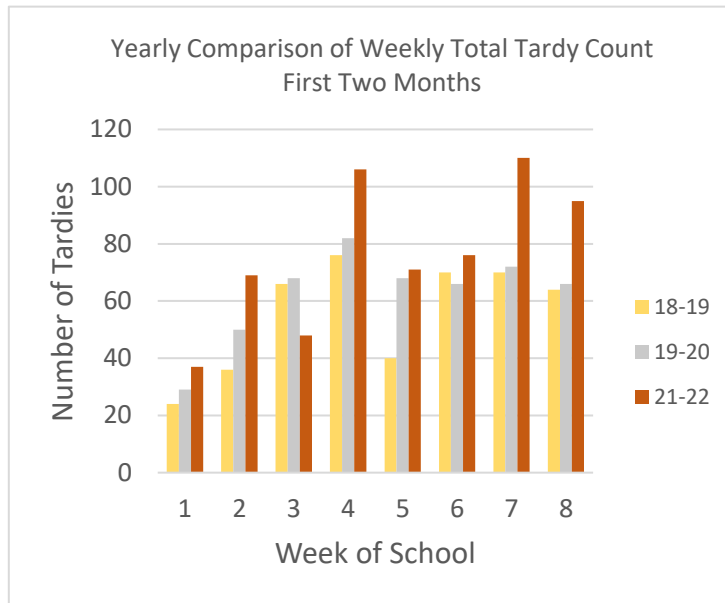
| | | | | | |
|---|----|----|----|---|-------|
| Substance Use | | | | | |
| Current alcohol or drug use [¶] | 11 | 33 | 52 | – | A9.5 |
| Current marijuana use [¶] | 7 | 29 | 39 | – | A9.5 |
| Current binge drinking [¶] | 0 | 13 | 26 | – | A9.5 |
| Very drunk or “high” 7 or more times, ever | 4 | 33 | 39 | – | A9.7 |
| Been drunk or “high” on drugs at school, ever | 0 | 21 | 39 | – | A9.9 |
| Current cigarette smoking [¶] | 7 | 13 | 13 | – | A10.3 |
| Current vaping [¶] | 4 | 4 | 39 | – | A10.3 |

Notes: Cells are empty if there are less than 10 respondents.

| | | | | | |
|--|----|----|----|---|-------|
| Adult and Peer Relationships | | | | | |
| Adult supports [‡] | 79 | 65 | 78 | – | A7.7 |
| Peer supports [‡] | 74 | 65 | 62 | – | A7.6 |
| Virtual peer interactions (4 days or more) | 89 | 75 | 65 | – | A4.3 |
| Cyberbullying [§] | 33 | 29 | 29 | – | A8.3 |
| Social and Emotional Health | | | | | |
| Social emotional distress [‡] | 36 | 41 | 45 | – | A7.10 |
| Experienced chronic sadness/hopelessness [§] | 44 | 50 | 45 | – | A7.1 |
| Considered suicide [§] | 22 | 29 | 19 | – | A7.2 |
| Self-Efficacy [‡] | 74 | 81 | 73 | – | A7.3 |
| Self-Awareness [‡] | 67 | 51 | 62 | – | A7.4 |
| Problem Solving [‡] | 53 | 44 | 45 | – | A7.5 |
| Optimism [‡] | 59 | 36 | 39 | – | A7.8 |
| Gratitude [‡] | 69 | 58 | 56 | – | A7.9 |

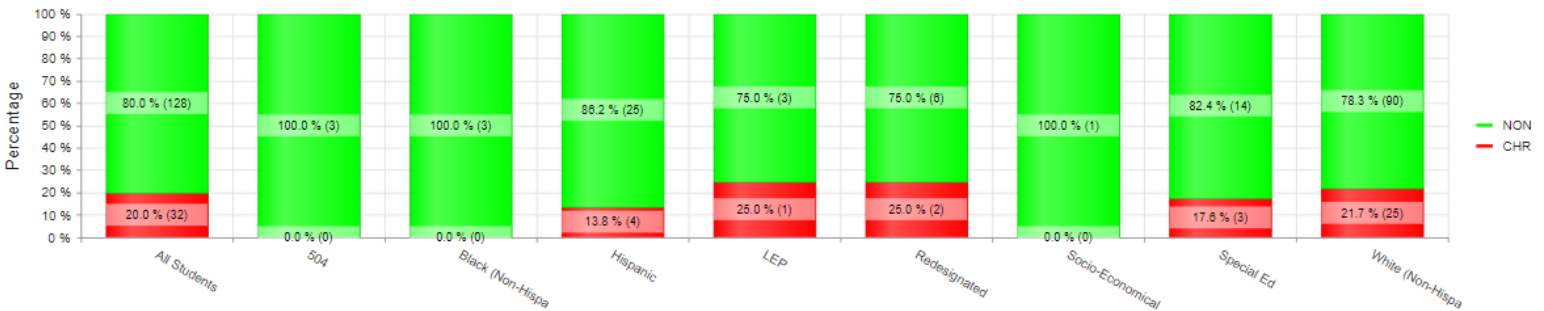
Data Analysis continued

ATTENDANCE:



2021-2022 Chronic Absentee Data (missed 10% or more days of school)

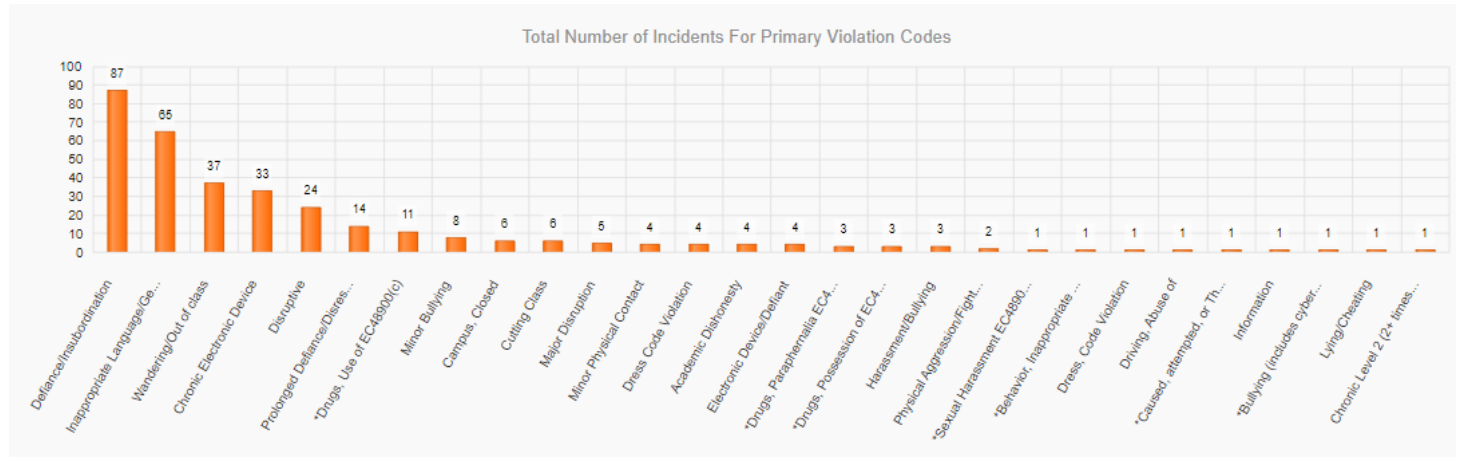
Attendance % (Chronic >10% vs Non Chronic)



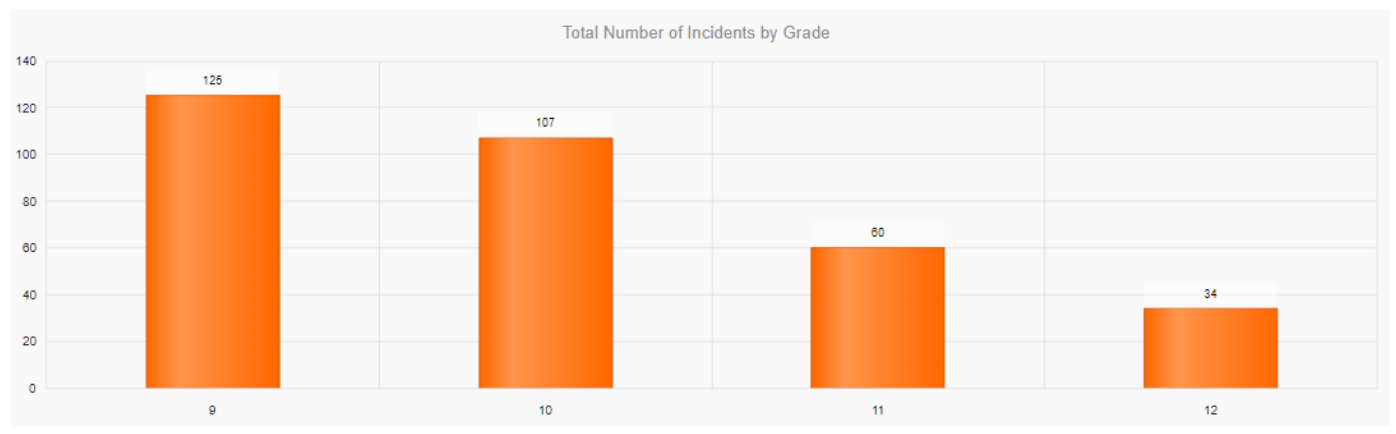
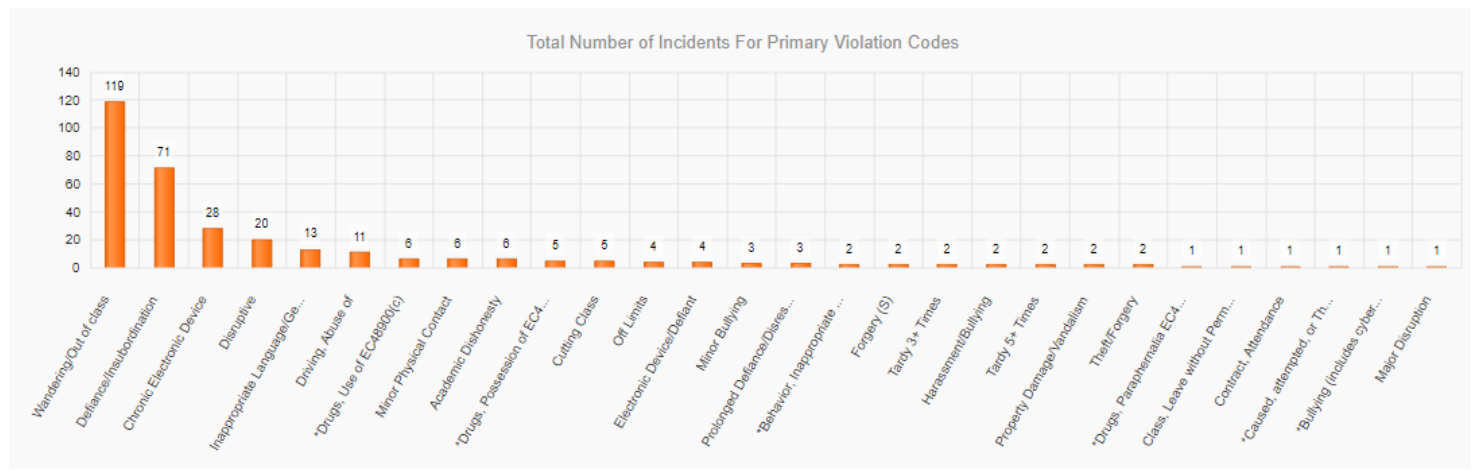
Data Analysis continued

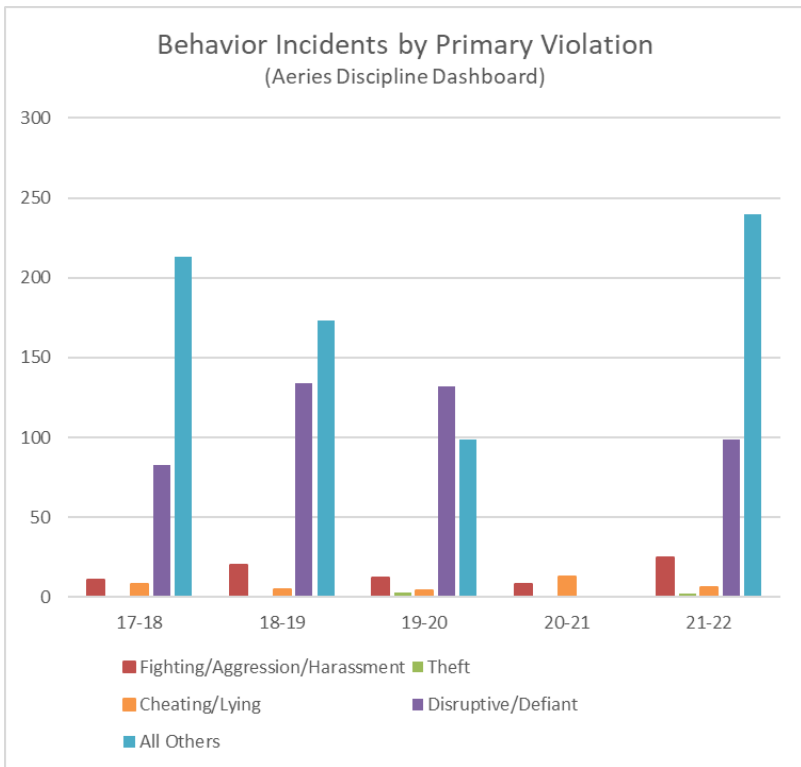
BEHAVIOR

2018-2019 Behavior Data by Incident (Pre-COVID Baseline)



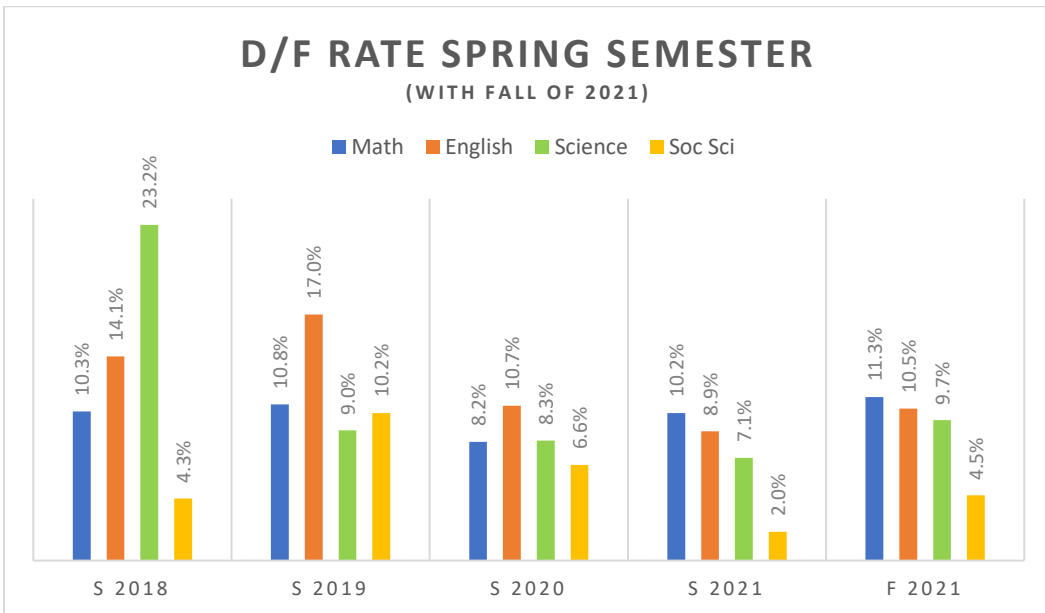
2021-2022 Behavior Data by Primary Incident

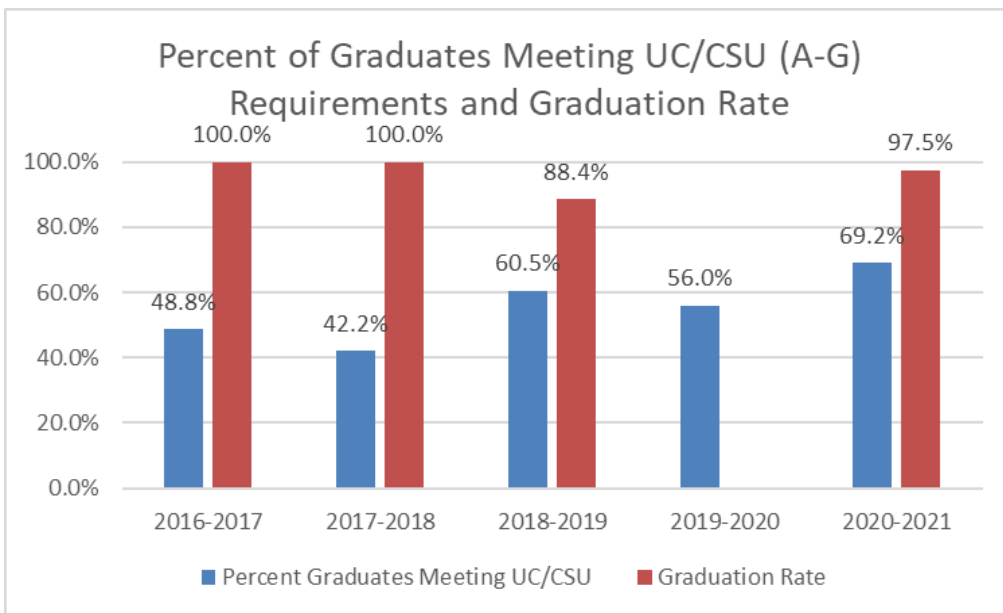
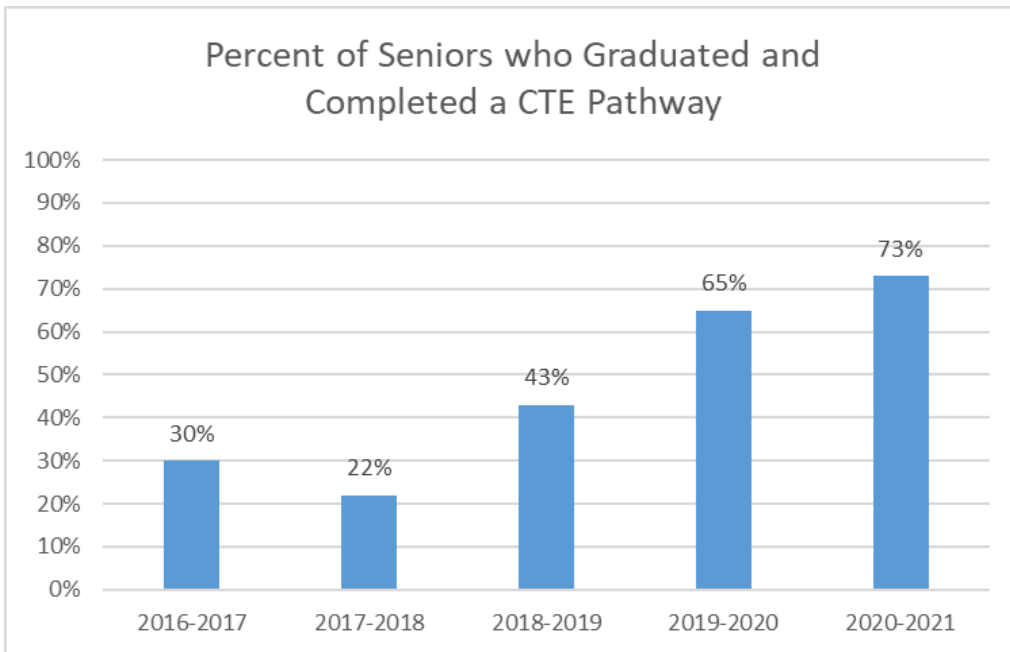




GRADES:

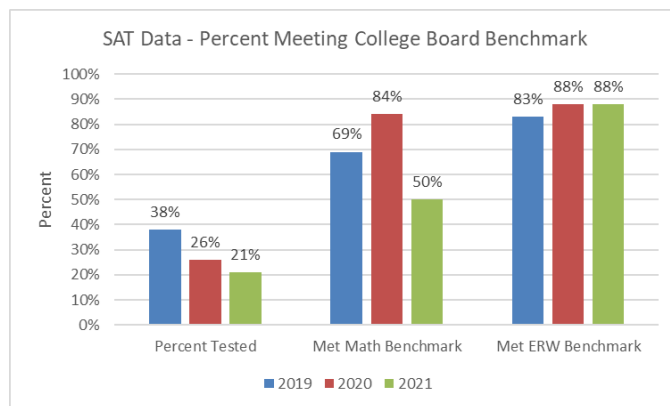
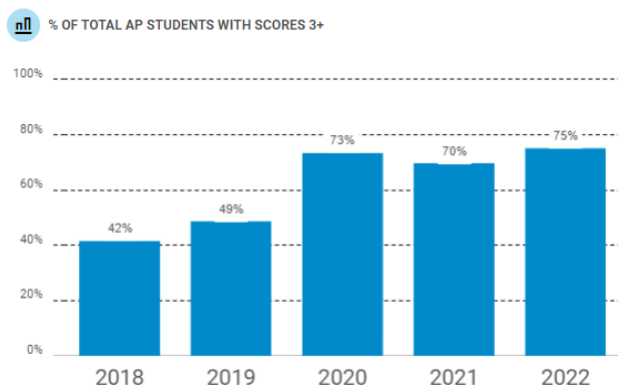
D/F Rate



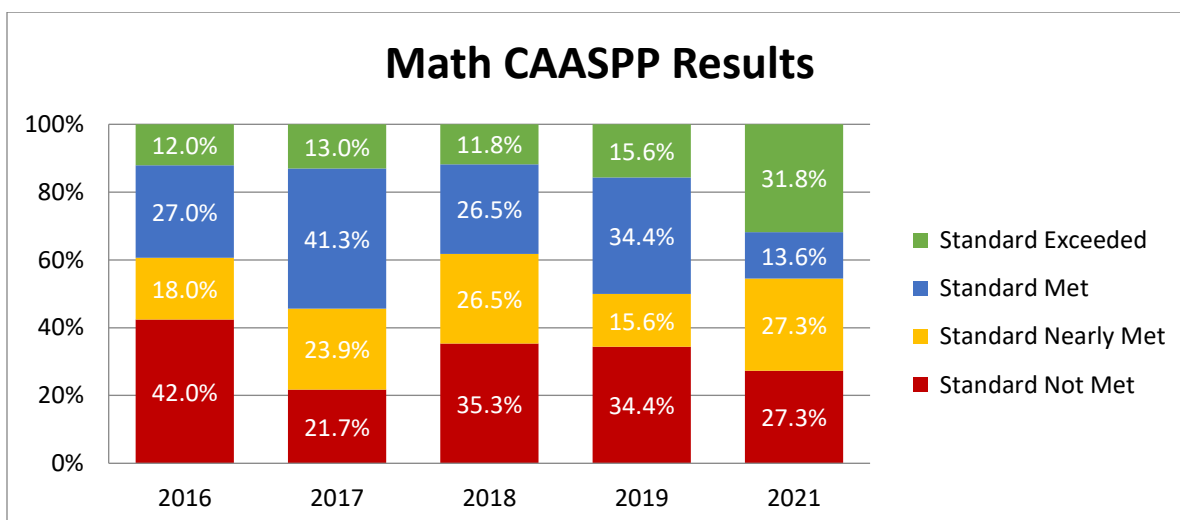
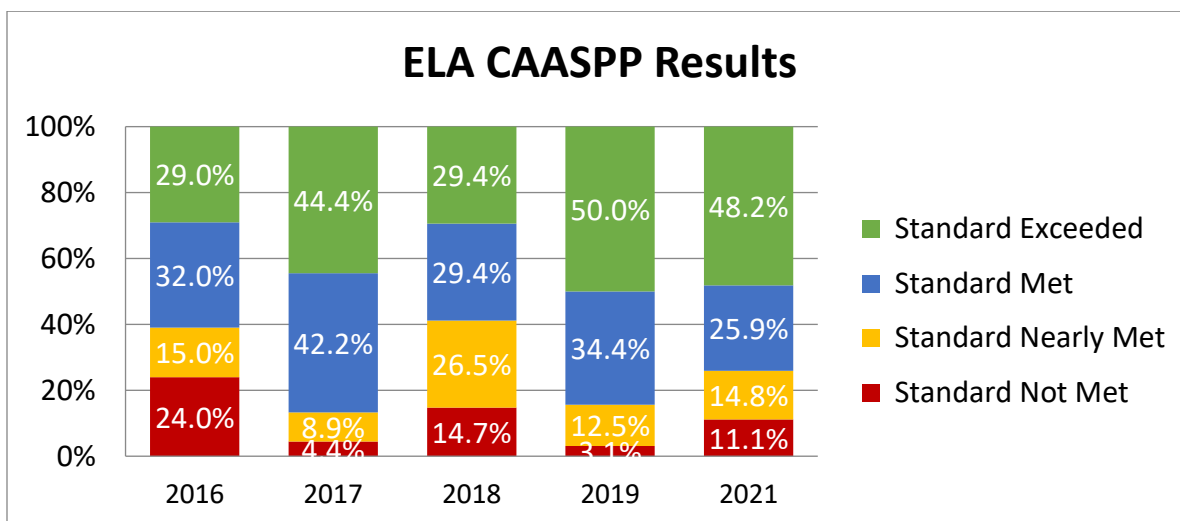


TESTING:

AP Test Results



Decrease in tests taken: partially due to pandemic and partially due to a shift toward dual enrollment.



Data Analysis continued

Site data:

| | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|--|------------|-------------|-----------|-----------------------|
| Referrals <small>(total primary violations)</small> | 332 | 250* | 22 | 181 as of 2/22 |
| Suspension rate | 5.9 | 6.0 | 0 | - |
| Expulsions | 0 | 0 | 0 | - |

Conclusions from Data:

Action 1.1: Reduce Behavioral Referrals (BIFs) and Suspension Rates:

Since 2018, our BIF rates have fluctuated: 316 in 2017-2018, 332 in 2018-2019, and 250 in 2019-2020. This is reflected in the averages, as well: 1.85 BIFs per student in 2018, 1.99 in 2019, and 1.51 in 2020. The suspension rate has stayed relatively constant, with 5.9% of students being suspended in 2018 and 6.0% of students suspended in 2019; however, the rates of economically disadvantaged students being suspended has dropped from 11.4% in 2018 to 8.6% in 2019. Of course, it must be noted that in the last quarter of 2020 we were under a distance learning model due to COVID-19, which means fewer opportunities for behavior problems. Notably, though, Zoom-related behavior problems were largely absent at our school. Since returning from distance learning, there have been a variety of behavior issues, the primary being wandering during class and the most common suspension being for possession and/or use of substances. The number of BIFs issued in 2021-2022 was 324 (1.98 per student).

With the assistance of Dale Meyers and the Mendocino County Office of Education, the Mendocino High Schools began to adopt the PBIS (Positive Behavioral Interventions and Supports) system in 2016. Through professional development in the 2016-2017 and 2017-2018 school years, the staff developed a set of cultural and behavioral priorities based on data collected from the school's stakeholders. Students were involved in the process at the beginning of the 2016-2017 school year which resulted in a working matrix of expectations being developed. Expectations are explicitly taught through a collaborative effort between students and staff. For example, students in PSP created short skits exemplifying expectations and a Jeopardy-style competition between advisories to review knowledge of schoolwide expectations. In addition, each year, the Mendocino High Schools adopted a theme, such as "Kindness," "Empathy," and "Imagine Your Future."

The elements of PBIS that are implemented with a higher level of fidelity include: BIFs and behavior tracking, acknowledging the positive, trauma informed practices training, certificates of acknowledgement, clear expectations and policies that are reviewed. Things that we have in place but aren't used as much include the Cardinal Credits (instant feedback token) and the matrix, which will need to be updated with the new facilities and with our new mantra of "Be EPIC!". Also of note was the creation of a Behavior Intervention position in 2017. This position allowed for a more positive and constructive approach to behavior based more on counseling and restorative practices than on discipline. The Behavior Interventionist enters BIF data and participates on the Engagement Team and is able to inform administration of students who are showing signs of behavior problems.

Staff report that they are using positive reinforcement “on the spot during class” through “positive emails to parents and students,” by handing out Cardinal Credits, and by nominating students for Students of the Month. Likewise, several communicated that one-on-one conversations, restorative practices, clear expectations, and strong student-teacher relationships are at the core of their classroom management strategies. Intervention strategies -- such as calling home, universal screening, and ASPIRE -- are widely used, as well. In addition to these strategies, staff assert that the Resource staff and our Behavior Interventionist have reduced behavior problems by, in the case of the former, communicating the accommodations that should be made for individual students and, in the case of the latter, helping diffuse many situations before they elevate to a level requiring a BIF or suspension.

While the data suggest that we are meeting this goal, there is still room for improvement, particularly where social-emotional strategies might be implemented to help reduce undesirable behaviors, such as daily social-emotional check-ins. The Community School Morning Meeting is an excellent structure for this sort of social-emotional learning. While we have developed a few events and programs for PSP to communicate expectations and conduct social-emotional learning, these are relatively isolated.

Action 1.2: Reduce Substance Use

Data from the CHKS survey from 2017 and 2019 show a significant decrease in substance use at school. In 2017, 23% of 9th graders and 26% of 11th graders reported using substances at school, but by 2019, those numbers dropped to 13% of 9th graders and 10% of 11th graders.

Staff recognize that this is a cultural issue and have taken individual and collective steps to address it. These include clear conversations about drugs in classes, contacting the office when there is suspected substance use, referring students to admin and counseling, inviting guest speakers to address classes, educating students on healthy habits, and hanging informational anti-vaping posters. Meanwhile, our Health teachers have continued to educate our students about drugs, using programs from Stanford on vaping, among other resources. Our counselor and social worker have also provided drug and alcohol support and provided individual and small-group counseling. We established a Wellness Team which includes our counselors, social worker, and school psychologist. We have delivered professional development in social-emotional learning (2016), trauma informed practices (2017), suicide prevention training (2017), and Youth Mental Health First Aid (2018). In 2020, the Wellness Team created a wellness website for the district, which serves as a central hub for their services and the resources they provide to both students and families. A contract with the Mendocino Coast Youth Project provided individual and group substance abuse counseling for students, which began in 2016-2017 and continued through the 2019-2020 school year, but has been less dependable lately due to staffing shortages.

Although we have made progress on this goal, there was clearly an uptick in students with more severe substance use issues during the 2021-2022 return to in-person learning. The current group of students also had many issues with substance use in middle school. Therefore, some of the loss of prior progress could be attributed to a cohort factor and not just the pandemic and a resetting of expectations. Vaping has increased again and there is a need for nicotine cessation resources. We have utilized an anti-vaping curriculum from EVERFI for students caught vaping or with paraphernalia. Students are to complete the curriculum and meet with a counselor, but monitoring follow-through has been challenging.

Action 1.3: Increase SCI (School Climate Index) Score

Our SCI score has been steadily increasing over the last five years, from 306 (54th percentile) in 2015, to 315 (62nd percentile) in 2017, to 352 (89th percentile) in 2019. While the CHKS was issued in 2021, an SCI was not generated because of distance learning. This means that overall, student perceptions of “supports and engagement” are increasing and “violence and substance use” are decreasing. Despite the increase in our overall SCI score, our “Opportunities for Meaningful Participation” score has dropped 36 points over the last five years, from 339 to 303. This is an important area that will be addressed in our current Focus on Learning process.

Staff have implemented a wide-variety of programs and activities to improve school climate. For example, ASB has sponsored lunchtime competitions with students (basketball, beanbag toss, dodgeball, etc.) and participation in clubs is encouraged through an annual Club Rush. Clubs such as Interact, Model UN, Radio, Game Club, Yoga Club, and Sports Club, have played a role in engaging students in campus life. The school has also made a concerted effort to articulate and communicate its expectations and community standards through games, activities, and assemblies. For several years pre-pandemic, MHS parents catered free luncheons as a positive way to promote community. Other efforts helped to establish a stronger identity for the campus. For example, the Mendocino High School logo was redesigned in 2017 and has created a consistent brand that appears on our media and spirit wear such as sweatshirts, t-shirts, hats and jackets, further helping to create a unified school community. Other efforts that have helped to increase the SCI include addressing substance use on campus through education and awareness, promotion of CTE pathways as a way to increase engagement, implementation of a college and career curriculum (Get Focused, Stay Focused) that puts focus on planning for the future and a strengthened counseling department with the addition of social worker.

Action 1.4: Reduce Chronic Absenteeism

Our chronic absenteeism rate has gone from 12.2% in 2017, 19.4% in 2018, to 14.8% in 2019. As of March 2020 before distance learning began, chronic absenteeism was at 18% for the spring semester. During the 2020-2021 school-year of distance learning, chronic absenteeism was 5.1% (from Aeries Analytics), but this is misleading because a student who checked in for one period is considered present. Perhaps more accurate, the rate at which students missed 10% of their *periods* was roughly 18%. The chronic absenteeism rate in 2021-2022 was 20% (from Aeries Analytics). The increase in 2021-2022 was largely related to COVID, mental health, and family vacations.

Driven by state reporting efforts, reducing chronic absenteeism became a focus of the district pre-pandemic. Mendocino County is about double the state average in chronic absentees and Mendocino High School reached a 19.4% rate of chronic absenteeism in 2018, up from 12.2% in 2017. Efforts have been made to track absenteeism and contact families when a student is at-risk of being chronically absent. The approach has shifted from punitive (SARB) to collaborative and supportive by educating, pulling in counseling staff, and providing resources. The pandemic, however, has changed the lens through which absenteeism is viewed as well as the messaging around illness and attendance.

The school has used a number of strategies to tackle this problem. The principal attended professional development through the county to address chronic absenteeism. The district instituted a chronic absenteeism task force that met monthly pre-pandemic. The Engagement

Team analyzes attendance data and the principal and registrar monitor attendance and send supportive letters home in an attempt to eliminate barriers to attendance. The behavior interventionist calls home when students are absent or truant, discovers the reason, and works with parents and students to overcome barriers, change behavior patterns, and clear attendance issues. If problems continue, ASPIRE or SST meetings may be held. Many teachers also make it a priority to contact absent students by phone, email, or text. There are also efforts to acknowledge excellent attendance with certificates. Pre-pandemic, parents were educated about attendance and encouraged to bring students to school unless they were truly sick and to save travel for vacations. This approach is now complicated by COVID and the rise in mental health issues. A push was made to place students on short-term independent study contracts, but with COVID isolations, this system was quickly overwhelmed. Likely, in the future, short term independent study will be reserved for illness and emergencies only.

While we have become more data driven in tracking attendance, have increased communication with families, and have implemented other best practices, such as from Attendance Works, chronic absenteeism remains high.

Action 1.5: School Facilities Bond

The Board of Trustees and District worked to present a bond on the March 2020 ballot. The bond passed by a 40-point margin, showing widespread support for the initiative within the district. Since that time, staff, parents, and students participated in design and construction started in the fall of 2021. Phase I, the main campus, will be completed by early 2023, and Phase II, which includes the tech center and gym, will be completed by 2024.

Areas of Pride and Strength (include school programs and practices that promote a positive learning environment).

- Focus on positive behavior
- Tiered support system
- Inclusive of all students (with disabilities, EL, different identities)
- School climate index is improving
- The Family Resource Center and social worker supporting our families
- Many student clubs and organizations to provide engagement opportunities
- Dedicated teachers, excited about learning and creating inviting learning environments
- Strong leadership at MHS and MCHS
- Supportive counseling department
- Campus safety - low violence
- Teachers addressing behavior issues in the moment
- Expectations and norms built into syllabi, other places schoolwide
- Strive to provide engaging and community building activities as a school
- Amount of D/Fs have decreased with the new grading system
- Implementation of rubrics, emphasis on summative work, and ability to reassess sets students up for success
- Grading has been more consistent
- Improved dialogue between teachers and resource teachers about needed modifications and accommodations, these have also been expanded to students without IEPs
- Above state average on CAASPP
- Increased focus on skills with standards based learning

- ASPIRE intervention program - consistent refining and revisiting of this process
- Authentic and consistent communication of expectations with students
- Good overall communication with parents and amongst staff: Tea w/ Tobin, Staff Awards, Tokens of Appreciation, Hilltop News, weekly Cardinal Currents bulletin, parent Google Classroom updates, Aeries portal
- Advisory program and one on one meetings with advisees
- CTE department meetings and general collaboration

Areas we wish to change:

- 1. Provide a student health center. Provide students with basic care through a visiting nurse.**
- 2. Provide health education beyond freshman seminar, such as counseling groups (Boys groups, general support), reproductive health, junior and senior health programs etc.**
- 3. Introduce Appropriate Use of Technology education for internet/social-media literacy and online safety and etiquette for computers/devices and cell phones.**

A. Child Abuse Reporting Procedures

(EC 32282(a)[2](A); EC 44691; PC PC11165.5; PC11165.7; PC11166)

All school staff are trained in Child Abuse Reporting Procedures annually through Keenan. All school staff actively monitor the safety and welfare of all students, and all school and district employees are mandated reporters. Staff members understand their responsibility as childcare custodians and immediately report all cases of known and suspected child abuse to Child Protective Services and the school principal.

- **BP/AR* 5141.4 Child Abuse Prevention and Reporting**

*BP = Board Policy, AR = Administrative Regulation, EC = Education Code, PC = Penal Code

B. Disaster Response Procedures

(EC 32282(a)[2](B); GC 8607; GC 3100)

The Mendocino Unified School District maintains an Emergency Operations Plan (EOP) at each school site. Site specific information is included and updated annually. Students are instructed in their classrooms each year about safety procedures. Student and Staff Drills are conducted as listed below. Maps and procedures and more information are included in our full Emergency Operations Plan (EOP).

Under Government Code 3100, all school personnel are Disaster Services Workers and are required to assist during a disaster until they are released by the Incident Commander/District Superintendent.

| Type of Drill | Frequency |
|-----------------------------------|-----------|
| Fire | 2 |
| Earthquake (Drop, Cover, Hold On) | 1 |
| Evacuation | 3 |
| Intruder/Lockdown | 1 |
| Student release procedure | 1 |

These protective measures are taken before, during and following an earthquake

| | |
|-----------------------------|---|
| Mitigation | <ul style="list-style-type: none"> • Assess existing or potential hazards on and off campus • Identify nonstructural hazards on campus and develop a plan of action to address the hazards |
| Preparedness | <ul style="list-style-type: none"> • Establish and Train in NIMS/SEMS and ICS • Conduct Drills for Students and Staff in Drop/Cover/Hold • Conduct Evacuation Drills for Students and Staff • Conduct Drills for Students, Staff and Family in the Student Release Procedures • Coordinate, plan and train with Law Enforcement and Fire • Acquire emergency equipment and supplies |
| Response | <ul style="list-style-type: none"> • Evacuate buildings and the school campus if necessary • Release students as needed • Initiate search and rescue efforts as needed • Handle triage, medical aid, and mental health emergencies as needed |
| Recovery and Reconstruction | <ul style="list-style-type: none"> • Assess building and campus safety and damage • Identify contacts for support as needed • Make plans to relocate classes and other academic business at an alternate site as needed • Track costs to delineate expenditures • Debrief • Update plan as needed |

- **BP/AR 3516 Emergencies and Disaster Preparedness**

C. Suspension & Expulsion Policies

(EC 32282(a)[2](C))

It is the intent of the governing board to maintain a safe learning environment for all students. Student behavior management is conducted in a manner consistent with federal law, the Education Code of California, governing board policies and district administrative regulations. School staff members adhere to the procedures set forth in the Student and Parent Handbook.

- **BP/AR 5144.1 Suspension and Expulsion; Due Process**
- **Parent/Student Handbook**

D. Procedures for Notifying Teachers of Dangerous Pupils

(EC 32282(a)[2](D); EC 49079)

In accordance with EC 49079 the Superintendent informs the teacher of any student in his/her class who has engaged in, or is suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under EC 48900.

- **BP/AR 4258.1 Teacher Notification of Dangerous Student**

E. Discrimination & Harassment Policy

(EC 32282(a)[2](E); EC 234.4)

MUSD and MHS are committed to maintaining a safe school environment that is free from discrimination and harassment. Discrimination against any student or employee and/or sexual harassment of any student or employee by another person is prohibited.

- **BP/AR 5145.3 Nondiscrimination/Harassment/Anti-bullying**
- **Parent/Student Handbook**

F. School-wide Dress Code

(EC 32282(a)[2](F))

The school district is responsible for seeing that attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group.

- **Parent/Student Handbook**

G. Safe Ingress and Egress

(EC 32282(a)[2](G))

MHS annually defines procedures for safe ingress and egress of pupils as well as details regarding the nature and hours of campus supervision, locations of safe drop-off and pick-up of students and the safe ingress and egress to the campus. Safety procedures and expectations are described for those students who drive cars, ride the bus, ride their bikes, and walk to and from school.

- **Student and Parent Handbook**

H. Ensuring a Safe & Orderly Environment

Goals, Objectives and Activities

Component I – SOCIAL ENVIRONMENT (People and Programs)

Goal 1

While we have structures and supports in place, there is a need to increase the efficiency and accountability of our intervention program to reach all students and involve stakeholders. We will expand our multi-tiered system of supports (MTSS) through the existing structures of PBIS, ASPIRE, and Personal Success Period (PSP) to promote academic excellence, positive behaviors, and social-emotional well-being for all students. We will also explore research based models to ensure we are using our special education resources as efficiently as possible to support student learning.

Identified Need

LEA Goal: Goal 1, Goal 2, Goal 3, Goal 4

Learning Outcomes addressed: Use available resources to meet challenges with creativity and resilience. Be a positive, productive, and informed member of local and global communities.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| 1. Number of Behavior Intervention Forms (BIF) and suspension rates | <u>Total BIFs</u> 2017-2018: 368, 2.15/student 2018-2019: 332, 1.99/student 2019-2020: 250, 1.51/student (2020-2021 Distance learning) 2021-2022: 268 YTD <u>Suspension rates</u> 2018: 5.9% (11.4% Economically Disadvantaged) 2019: 6.0% (8.6% Economically Disadvantaged) 2020: 6.5% (7.6% Economically Disadvantaged; 15.4% Disabilities) | We will reduce the number of BIFs from '17-'18 levels and keep suspension rates under 6% for all groups. |
| 2. Counseling referral rate, caseloads, and modules given | <u>Caseloads: (data needed)</u> IEP: Non-IEP: | We will increase access to social emotional counseling for all students through counseling services and PSP. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| 3. Substance use at school (alcohol and other drugs – AOD) | CHKS current AOD use on campus 2017: 9 th /11 th : 23%/26% 2019: 9 th /11 th : 13%/10% 2021: NA, Any AOD use 33%/52%, (31%/61% in 2019, 86%/74% in 2017) | We will continue to reduce substance use at school as measured by CHKS. |
| 4. School Climate Index (SCI) percentile on the California Healthy Kids Survey (CHKS). | SCI Score, similar school percentile 2015: 306, 54 th percentile 2017: 315, 62 nd percentile 2019: 352, 89 th percentile 2021: NA | We will increase our SCI score to 350 or similar schools percentile to at least 90% on the CHKS survey. |
| 5. Chronic absenteeism rate (miss 10% or more of school days). | Chronic Absenteeism Rate 2017-2018: 19.4% 2018-2019: 14.8% 2019-2020: 18.1% (from Aeries) 2020-2021: 5.1% (distance learning, from Aeries) | We will reduce the chronic absenteeism rate as measured by the state to below 10% as a total population. |
| 6. D and F rate for Math, English, Science, Social Science | 2018: Math (10.3%), English (14.1%), Science (23.2%), Soc Sci (4.3%) 2019: Math (10.8%), English (17.0%), Science (9.0%), Soc Sci (10.2%) 2020: Math (8.2%), English (10.7%), Science (8.3%), Soc Sci (6.6%) 2021: Math (10.2%), English (8.94%), Science (7.1%), Social Science (2.0%) | Maintain or decrease the recent rate of D's and F's in Math, English, Science, and Social Science for all students compared to 2018 values in Aeries analytics. |

Actions for Goal 1

Students to be Served by these strategies/actions: All Students

| Action | Responsibility/Timeline | Evidence |
|--|---|---|
| 1. Utilize Engagement Team to oversee PBIS sustainability. | Administration, Engagement Team / ongoing | Team minutes, evidence of PBIS implementation |
| 2. Utilize acknowledgements (cardinal credits, student awards etc.) to celebrate the positive accomplishments and plan lunchtime activities and spirit | All staff, Administration, ASB / ongoing | List of planned events |

| | | |
|--|---|--|
| events and assemblies to promote positive culture. | | |
| 3. Implement SRSS-IE universal screening to identify and provide interventions to at-risk students. | Counseling staff, teachers / annual | Aggregate survey results |
| 4. Develop social counseling groups (possibly using MCYP) and refer students when they receive multiple BIFs or marks of 1 on Cit. | Counseling staff, administration / 2023 | Referral numbers and group attendance numbers |
| 5. Develop structures to promote daily social-emotional check-ins including Tier 1 supports, advisor phone calls home, and PSP curriculum. | Advisors, Administration, counseling staff / 2023 | sample curriculum and materials |
| 6. Create informational flyers and posters on how students can access academic and counseling supports. | Administrative assistant, counseling staff / 2023 | Flyers and posters |
| 7. Engagement Team analyzes data at bi-weekly attendance meetings and works with social worker to remove barriers to attendance. | Engagement Team, Social worker, Registrar / Ongoing | Meeting notes and data |
| 8. Utilize the Engagement Team to improve the delivery of interventions through PSP and ASPIRE. | ASPIRE Coordinator, Engagement Team / 2024 | Meeting notes, ASPIRE documentation |
| 9. Refine protocol for vaping education as alternative to suspension and explore nicotine cessation options for students | Administration, counseling / 2023 | Number of students completing modules, number of referrals to cessation programs |

ENSURING A SAFE AND ORDERLY ENVIRONMENT

Goals, Objectives and Activities

Component II – PHYSICAL ENVIRONMENT (Facilities)

Goal 2

Working with the Board of Trustees, administration will help facilitate the design and building of the new and renovated campus and ensure that the facility meets the needs of students and programs.

Identified Need

LEA Goal: NA for 2020-2021

Learning Outcomes addressed: All

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------|-------------------------|--|
| 1. Completed project timeline | Project is progressing | By 2023, the project should be complete. |

I. Rules and Procedures on School Discipline

(EC 32282(a)[2](I))

In order to provide a positive and safe learning environment for students, Mendocino High School has created school wide expectations for behavior and discipline.

- **Student and Parent Handbook**

J. Tactical Responses

(EC 32282(a)[2](J))

Mendocino Unified School District, in consultation with law enforcement officials, has developed tactical responses to criminal incidents at the school site that may result in death or serious bodily injury. In accordance with EC 32281(f) the district elects not to disclose the tactical response portions in the publicly viewed copy of the plan. General procedures for Shelter-in-Place, Lockdown and Evacuation, and Run-Hide-Fight are contained in the Emergency Operations Plan.

- **Procedures for School Site Specific Shelter-in-Place, Lockdown and Evacuation from the Emergency Operations Plan (see appendix)**

K. Bullying Prevention Policies & Procedures

(EC 234.4)

Mendocino Unified School District and Mendocino High School recognize the harmful effects of bullying on student learning and school attendance and desire to provide learning environments that protect students from physical and emotional harm. Mendocino High School has developed strategies to support a safe and orderly environment free from bullying and intimidation.

No individual or group shall, through physical, written, verbal or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or site personnel.

- **Complaints and Investigation Procedures BP/AR 1312.3**
- **Discipline Policies and Procedures – BP/AR 5144.0**
- **Policies and Procedures Against Retaliation – BP/AR 5145.**
- **Staff Training Policies and Procedures – BP/AR 4231.0**
- **District Board Policies and Administrative Regulations for student use of technology – BP/AR 6163.4**
- **Discrimination and Harassment including procedures for offenses involving hate-crime characteristics – BP/AR 5145.3**
- **Student/Parent Handbook**

Monitoring and Communicating the Plan

(EC 32286-32288)

This plan is reviewed, evaluated, and amended (as needed) each school year by the School Site Council and Board of Trustees, local Law Enforcement and the local Fire Agency. The revised plan is placed on the March regular meeting of the Board of Trustees for public hearing to allow public input before it is adopted. It is available for public inspection at the District Office and school site during regular business hours.

| |
|--|
| <p>How was the previous plan monitored?</p> <p><i>Goals are monitored yearly by school staff and Site Council through the Focus on Learning Process.</i></p> |
| <p>Were changes made to Disaster Reporting Crisis Response or to the SEMS/ICS Chart? If so, reference where these are found.</p> <p><i>Some minor staffing changes were made to the SEMS/ICS Chart.</i></p> |
| <p>Were changes made to Ingress and Egress? If so, reference where these are found.</p> <p><i>A new plan was created for evacuation routes and traffic flow to accommodate construction and the temporary campus. .</i></p> |
| <p>What progress was made on Section H: Component I (Social Environment)?</p> <p><i>Progress is being made at the start of the 2022-2023 school year to reestablish expectations. The values of Excellence, Perseverance, Investment, Citizenship are helping to focus on creating a strong academic culture as well as a supportive environment.</i></p> |
| <p>What progress was made on Section H: Component II (Physical Environment)?</p> <p><i>Phase I of construction is underway and planning for Phase II has begun. Staff and students have had opportunities to provide input. The project is currently running on schedule, but will likely fall behind soon due to a variety of factors. Phase I is over-budget which has necessitated cuts to the scope of Phase II. The challenge will be to improve the facility for all programs while staying in budget.</i></p> |

Record the Dates of Drills or Staff Training in Past 12 months:

| | Drills | Training |
|-----------------|----------|----------|
| Fire | 12/17/21 | |
| Earthquake | | |
| Evacuation | | |
| Lockdown | | |
| Student Release | | |

MONITORING AND COMMUNICATING THE PLAN

(EC 32286-32288)

| | | |
|--|---|------|
| Method for Communicating Plan and Notifying Public: <i>EC 32288</i> | <p>Date of Public Hearing February 17, 2022</p> <p>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> • Representative of the local school employee organization • A representative of each teacher organization at the school site • A representative of the student body government • All persons who have indicated they want to be notified | |
| | In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with EC 32281 | |
| Review of Progress for Last Year | Name | Date |
| Site Council Approval | | |
| School Board Approval | | |
| Most Recent SARC | Date: January 2022 | |

APPENDIX

MANAGEMENT

**9-12 SCHOOLS EMERGENCY OPERATIONS CENTER (EOC)
ORGANIZATIONAL CHART**

INCIDENT COMMANDER:
Tobin Hahn
ALTERNATE:
Jason Morse

PIO:
Erin Placido
ALTERNATE:
Meg Kailikole

SAFETY OFFICER:
Jason Morse
ALTERNATE:
Erin Placido

LIAISON:
Tiffany Grant
ALTERNATE:
Meg Kailikole

OPERATIONS

LOGISTICS

PLANNING/INTELLIGENCE

FINANCE/ADMIN

Section Chief:
Marci Arter
Alternate: Liz Newkirk

Section Chief:
Megan Smithyman
Alternate: Derek Hutchinson

Section Chief:
Erin Placido
Alternate: Paulo Andrade

Section Chief:
Meg Kailikole
Alternate: Jason Morse

Communication Team:

Staffing and Supplies

Situation Status Team:

Recordkeeping Team:

- 1. * Marshall Brown
- 2. ** Liz Newkirk
- 3. James Wroble

- 1.* Barbara Mueller
- 2.** Diane Price
- 3. Rogelio Munoz
- 4. Braum Sluis

- 1. * Tiffany Grant
- 2. ** Michele Sheldon
- 3. _____

- 1. * Tiffany Grant
- 2. ** _____
- 3. _____

Search & Rescue Team:

Transportation Team:

Documentation Team:

Other:

- 1. May Martin- lead
- 2. James Eastman
- 3. Alex Fosse

- 1. * Ceil McDonell - lead
- 2. Sara Kain
- 3. Christine Kenton

- 1. * Tiffany Grant
- 2. ** Michele Sheldon

- 1. * _____
- 2. ** _____
- 3. _____

First Aid/Medical Team:

Crisis Intervention Team:

- 1. * Derek Hutchinson - lead
- 2. Noah Gold
- 3. Lora Barnett-Tuomala

- 1. ** Anna Levy
- 2. Anna Yanez
- 3. Cecilia Jimenez

Student Security

**Maintenance/Fire/Site Security
(Reports to Operations)**

**Student Release/Staff Accounting
(Reports to Operations)**

**Assembly/Shelter:
(Reports to Operations)**

- 1.*Sam Stump – lead
- 2. Meghan Miller
- 3. Ryan Olson Day
- 4. James Gilbert

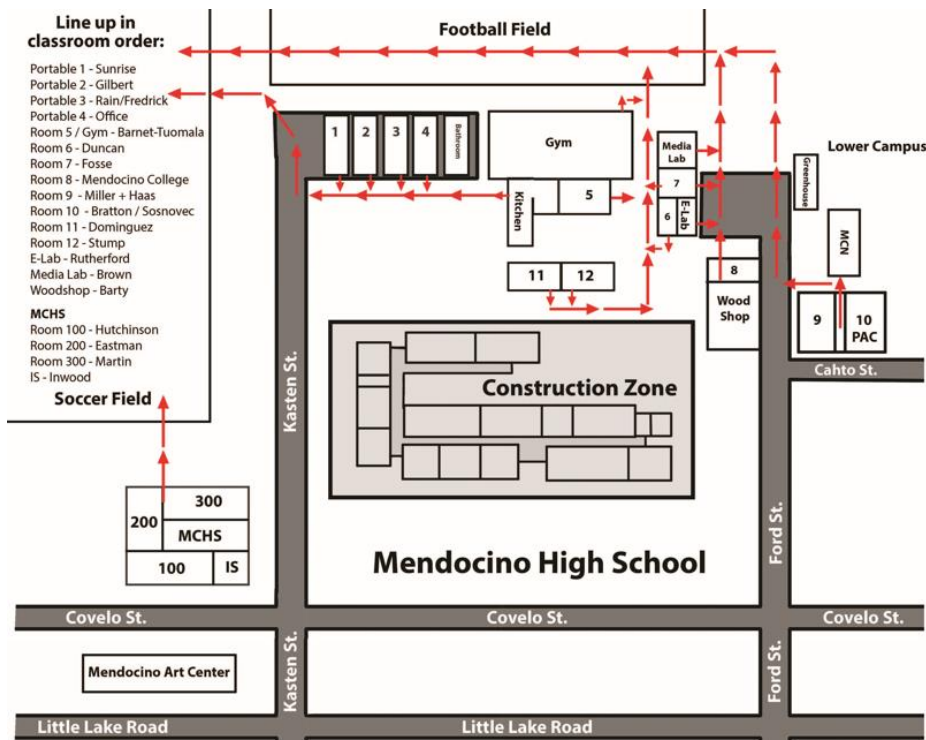
- 1. * Paulo Andrade
- 2. ** Kyle Rodrigues
- 3. Kiva Myers
- 4. Travis Yolles

- 1. * Marci Arter
- 2. Liz Newkirk (Alt)
- 3. Meredith Fredrick/Erik Rain

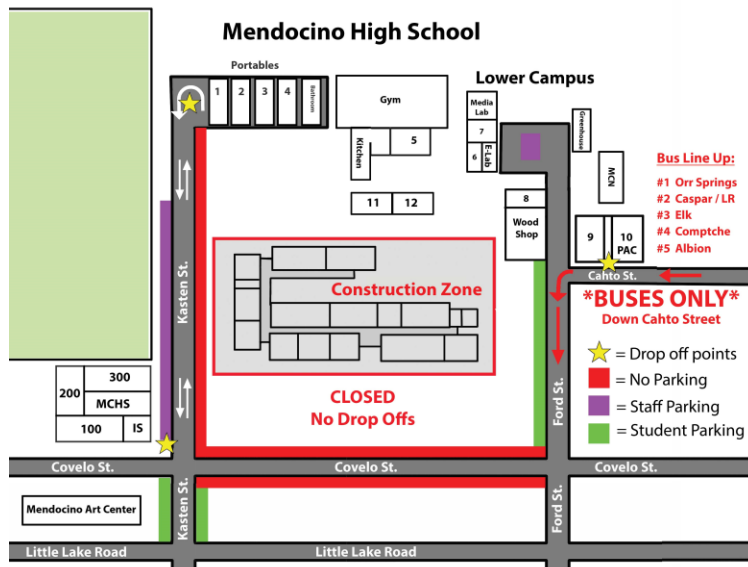
- 1. * Kamala Lance – lead
- 2. Pamela Duncan
- 3. Tom Sosnovec
- 4. Taimi Barty

| | |
|--|--|
| <p style="text-align: center;">FIRE DRILL (during class time)</p> <ol style="list-style-type: none"> 1. Fire alarm sounds. (Buzzer) 2. If you see a fire—attempt to extinguish it only if it is small. 3. Teachers and staff shall: <ol style="list-style-type: none"> A. Line students up at the door. B. Take emergency back pack. Lock classroom door. Hang ALL CLEAR sign on your door knob. Evacuate students to the soccer field. C. Line students up in a single file line on the soccer field. D. Take roll. Write any missing or extra students names on the NEED HELP sign. E. Hold the appropriate laminated card above your head until the Incident Commander has accounted for your class. (OK if everyone is present or NEED HELP if someone is missing or if you have extra students). 4. Remain in designated fire drill area until released by the "All Clear" signal. | <p style="text-align: center;">FIRE DRILL (before/after school, lunch, non-class time)</p> <ol style="list-style-type: none"> 1. Fire alarm sounds. (Buzzer) 2. Students make their way to the soccer field in a calm and orderly fashion. 3. Once students arrive at the soccer field they will line up by their Advisor. 4. Teachers and staff shall: <ol style="list-style-type: none"> A. Evacuate your classrooms or work areas. B. Take your emergency back pack. Lock your classrooms or work areas and evacuate to the soccer field. Hang ALL CLEAR sign on door knob. C. Escort all persons to the soccer field from your classrooms, work areas and any one you pass on your way to the soccer field. D. Line up at your designated location on the soccer field and take roll for your Advisory. E. Hold OK or NEED HELP card above your head until the Incident Commander has accounted for your class. (OK if everyone is present or NEED HELP if someone is missing or if you have extra students). 5. Remain in designated fire drill area until released by the "All Clear" signal. |
| <p style="text-align: center;">LOCKDOWN</p> <ol style="list-style-type: none"> 1. Imminent danger alarm sounds. (Siren) 2. Immediately stay/move inside nearest building. 3. Check immediate area outside your classroom for stray students. Pull any students who may be outside into your room. 4. Shut and lock all doors and windows. DO NOT OPEN FOR ANYONE. 5. Close drapes and blinds. Cover door window if possible. 6. Turn off lights. 7. Move away from windows and stay low and out of sight. 8. Keep students quiet, do not teach class, watch movies, etc. REMAIN SILENT 9. Post OK sign in window if all students are OK and accounted for. 10. Post NEED HELP sign if students are missing or injured or if you need help. 11. Do not open doors or windows until "All Clear" signal has been given. | <p style="text-align: center;">EARTHQUAKE</p> <p>When shaking begins immediately DROP, COVER & HOLD ON.</p> <p>INSIDE:</p> <ol style="list-style-type: none"> 1. Make sure that all students and visitors move away from windows and drop down to the floor quickly. 2. Find the closest piece of sturdy furniture and place as much of the body under it as possible. 3. Hold on to the furniture and place your free hand over the back of your neck to protect it. 4. Don't come out from under protection until the shaking has completely stopped or until instructed. <p>OUTSIDE:</p> <ol style="list-style-type: none"> 1. Move away from buildings, trees and wires. 2. Drop down to the ground and wait for shaking to stop. 3. Proceed to soccer field if directed. |

Evacuation Routes for Temporary Campus



Traffic Flow



Safe Driving Policy

Expectation: In an effort to increase safety for students and community members, encourage environmentally responsible behavior, and repair and improve on community relations, the following Safe Driving Policy has been adopted: Student driving is restricted between the hours of 8:15 am and 3:20 pm (2:30 pm on Wednesdays). **Students are prohibited from driving and riding in cars during school hours** unless leaving campus for a school approved reason (i.e. Community Involvement, Work Experience, Workability), in which case the student must keep a letter of permission from school administration in the glove box for purposes of verification.

Correctives and Consequences: Consequences for any student in violation of the safe driving policy may include, but are not limited to

- One day of in-house suspension.
- Loss of open campus privileges for at least two weeks.
- Turning in car keys to the office upon arrival at school.

Skateboards, Bike, Scooters, etc. Use Policy

Expectation: These vehicles may be used as a means of transportation to and from school. They may not be ridden to and from class or in the corridors or parking lots on campus before, during or after school hours. **Vehicles may not be ridden down the hills from the upper campus and must obey all laws while in town during open campus.** This is a safety and maintenance issue. **Skateboarding is allowed in the fenced basketball court area during lunch time** as long as the cleanliness of the area is maintained.

Correctives and Consequences:

- Violators may have their vehicle confiscated and retained in the office until the end of the school day.
- Repeat violators will have their vehicle returned only to a parent or guardian.
- Students who do not comply with a staff member's corrective may face additional consequences for defiance.