BUCKEYE UNION SCHOOL DISTRICT
SAFE SCHOOL PLAN

2018 - 2019

SITE: Rolling Hills

ADMINISTRATOR: Debbie Bowers

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SCHOOL SYNOPSIS

Rolling Hills Middle School is a modified traditional calendar middle school consisting of sixth, seventh, and eighth graders located in El Dorado County, twenty miles east of Sacramento in the foothills of the Sierra Nevada Mountains. Even though we live in an expanding community, as seen by our school population growth from 300 to 1000 students in twenty years (est. in 1998), we remain a semi-rural community of little ethnic diversity. No matter the background of the family, however, our community is caring, connected, and vibrant, with all school partners expecting our children to pursue their highest goals.

At Rolling Hills, we believe in educating the whole child to become a lifelong learner, a person who will make a difference in this world. To support our students' diversity, whether it be economic or ability level, we engage in a number of strong programs. Currently, we have various programs including SDC (Special Day Class), RSP (Resource Specialist Program), EL (English Language), GATE (Gifted and Talented Education), Speech-Language, Language Arts and Math Intervention, Advanced Math Pathway, and Adaptive Physical Education.

To support our mission of inclusion of all students, we offer scholarships through our parent club, Friends of Rolling Hills (FRH), and the student body that provide funding for students who cannot afford field trips. One of our community business partners, the Sheriff's department, provides food baskets and toys to families in need during the holiday season. We adopt local families at holiday times, and we have a free or reduced lunch program.

To address diversity in ability and to support our commitment to continuous program improvement, we follow research like Taking Center Stage Act II, we analyze ongoing assessment, and we constantly renew the district's goals for improving student performance. Combined with staff observation, we look at our strengths and weaknesses to determine and support students' needs. We have developed and implemented numerous strategies:

- We support the Common Core State Standards in language arts and math, and Common Core Literacy Standards across the curriculum. We have adopted standards-based textbooks (where available) in all subjects, and we are implementing professional development and coaching toward adopting physical education standards. We are also adopting NGSS and are implementing professional development with the use of our new adoption of Amplify.
- All levels of student abilities are supported, from remediation to honors students to GATE. For high achievers, we offer Honors

Algebra, Geometry, and Spanish. For remediation, we offer special classes in ELA, math, and reading.

- Our GATE Program supports our students of high ability. Each GATE student has a Differentiated Learning Plan (DLP) and has biennial meetings with a teacher supervisor.
- Our technology class has been actively participating in the PC Pals program working with Intel employees and raising $15,000 towards the improvement of our technology program.
- Intramurals
- After school clubs/tutoring
- Video bulletin (Bengal Weekly News)

Though our survey results show that the majority of students feel safe and free from harassment while on campus, we constantly work to improve in that area. Students work with our Student Council advisor and counselor to promote an environment of acceptance and student inclusion/involvement in efforts to educate the whole child. Members of this team will serve on various committees and represent many students' interests throughout the school year; their activities will include guest speakers, Pride/Focus activities, assemblies, counseling services, groups, etc.

Rolling Hills was built in August 1998 with accessibility of facilities to students and others in mind. There are ramps to all classrooms, one large stall in each restroom, and sidewalks to all areas. Our campus is situated on a hillside, so our architects were especially aware of a design that allowed access to all. In our classrooms we have computer counters, sinks, and towel dispensers specially designed for wheelchair access. We have handicapped parking spaces and a special small electric cart that can transport students or others who may need assistance. We also have the wonderful opportunity of housing a county program for severely handicapped students on our campus. Our general education students act as assistants in the classroom, work with them on projects, and eat lunch with them.

We are a state-of-the-art school as far as our facilities' accessibility is concerned, but we still seek improvement. We have renovated our sports field to improve wheelchair accessibility.

Certainly, then, inclusion of all students is one of our highest priorities. We look at all levels of diversity, and we work to identify and support all students' needs. We are a community of teachers and learners, and there is a spirit of camaraderie. We at Rolling Hills benefit from total community pride in our students, our staff, and our school as we all support the value of graduating children who are lifelong learners and who look to make a difference in their community and in their world.

Technological skills valued in the workplace are attended to through our Technology Plan. We have grants, parental support through Friends of Rolling Hills, one-time monies, Measure K funds, an Intel partnership, and Common Core LCAP Funding, which have provided a laptop, a Promethean board, and a document camera in each classroom. We have 30 mobile carts of Chromebooks so that every ELA classroom has a dedicated cart, and other classrooms share carts in a 1.5:1 ratio. Some families have opted to join our Chromebook 1:1 initiative by purchasing a CB for school and home use. The Buckeye Education Foundation has funded professional development and wireless access points on our entire campus, completed in 2013.

The Rolling Hills library is the heart of our school, both physically and philosophically. The Rolling Hills library is a fully networked facility. As such, the library's state-of-the-art equipment has Internet access at multiple computer stations for teacher and student use. Wireless internet access was added to the library in 2009, and we are continuously adding materials to our collection.

One of our Exploratory rotations includes the Bengal Weekly News, which is a video bulletin. This bulletin is broadcast in all classrooms once a week, with a longer segment once each month that includes a segment on the Pride/Focus activity for that month.

PART ONE: SAFETY PLAN
PLANNING COMMITTEE

NAME	TITLE
Debbie Bowers	Administrator
Jennifer Hansen	Assistant Principal
Dee Cutter	Counselor
Amy Pirkl	Certificated
Michael Lee	Classified

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

The administration wrote the plan after analysis of student and parent surveys and input from the staff. The plan was shared with the staff and they were provided with an opportunity for feedback at that meeting. The plan was then reviewed by the School Site Council, and we also reviewed school discipline records and student academic records.

PART ONE: SAFETY PLAN
SCHOOL VISION

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

The Rolling Hills Mission Statement: The Rolling Hills Community is focused on **academic rigor, personal responsibility,** and **mutual respect** to develop the whole child as a contributing and informed citizen.

The Rolling Hills Vision Statement: TLC: Think, Learn, Collaborate.

The Rolling Hills Theme for 2018-19: Be Wonder Full!

Our mission and vision are based on surveys, comments and concerns of staff, students, parents, community, and law enforcement collected throughout the school year. The yearly theme is created by Student Council.

We believe our statements address the goal of school safety because they incorporate elements of community, respect, communication, accountability, learning, and building effective relationships in a safe environment.

PART ONE: SAFETY PLAN
SCHOOL SAFETY ASSESSMENT

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

SURVEYS:
- Parent Survey – Site Council
- School Climate Survey (once/year)
- Healthy Kids Survey (every other year)

DISCIPLINE:
- Number of common infractions/incidents
- Intimidation (bullying)
- Suspension/Expulsion records

COUNSELOR RECORDS
- Types of issues addressed
- Caseloads

ACADEMIC ACHIEVEMENT
- Report Cards
- Assessment results
- Number of failing grades

PART ONE: SAFETY PLAN
AREAS OF PRIDE/DESIRED CHANGE

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

Rolling Hills is proud of our 23 acre landscaped campus with a full-time groundskeeper. Our classrooms are clean and attractive. We have an intruder alarm system and a regular alarm system. Fire/intruder drills are held monthly, and shelter-in-place drills are practiced as well. Yard duty supervisors are hired to help supervise the lunches. The National Incident Management System (NIMS) model has been in place since the 2000-2001 school year. The Catapult System has been added this year (2018) to allow online management and communication should we experience an emergency on campus. These plans insure the safety of students and staff during an unforeseen emergency.

Rolling Hills has many excellent interpersonal processes in place. We have one full-time and one half-time academic counselor and a full-time school psychologist who provide support for students; we also have a district behaviorist. We participate in School Attendance Review Board meetings. To incorporate student involvement, we have various clubs, a team approach in grade-level groupings and scheduling, Student Council, our Pride/Focus activities, intramurals during lunch time, and after-school sports.

Rolling Hills also has a strong, effective Site Council and parent activities, a very active Friends of Rolling Hills parent group, CJSF recognition, merit rewards, departmental and academic recognition, and improvement, effort, and citizenship awards.

Based on our analysis of data and major areas of **desired change,** our priorities for action are:

- Tutoring/intervention (Team, grade, subject, and peer) – focused ELA and math classes
- Social skill development (Student Council, school culture activities, counselor-led lessons in media safety, anti-bullying, etc.)
- Equipping our Student Council Team with the skills to work with their peers
- Equipping our ROAR Ambassadors to help new students to integrate on campus
- Peer support for students and adults
- SEL, mindfulness training, and life-long skills
- Reduction in suspension rates
- Focus on responsible choices in terms of drug awareness and Internet safety through Counselor's lessons, school assemblies, and parent education nights
- Expand community student-mentoring programs
- Staff training in the implementation of various safety practices.
- Expansion of GATE program offerings: exposure for students to new ideas, careers, topics, theories, etc. Bring speakers to campus. Encourage parent involvement and volunteering.
- Continuation of Point Break program for 7th grade (annually).

PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT ONE: PERSONAL CHARACTERISTICS OF STUDENTS AND STAFF

GOAL #1	To foster our safe, positive learning environment by increasing connections between and among students, staff, and community.
OBJECTIVE #1	By May 2019, the following activities will be implemented and/or completed:

RELATED ACTIVITIES	- Student Council continues to build connections: - Training workshops for students and staff will be offered - Weekly meetings for students and staff. - Yearly theme posters for classrooms and campus created by Student Council (Be Wonder Full!). - Welcome meetings/luncheons are provided for new students. - Character Education will be implemented to all students during Pride/Focus sessions four times throughout the year. - Rallies and other school-wide activities to be held in conjunction with Character Ed (mentioned above) so that we have one activity per month throughout the year. - Bringing Point Break workshop to campus on two days this fall to work with all 7th grade students. Program is meant to break down barriers between students and to build empathy across the board. PB staff will return to campus during Focus for extension meetings with students. - Administer School Culture and Climate survey, and gather data so as to address concerns of students and assess how "connected" they are with the RHMS staff. - Offer resources for at-risk students to help them achieve success and build better relationships with staff members in a comfortable environment (to include groups with Counselor and/or Psychologist, clubs, etc.) - Implement Differentiation training for teachers to better work with students and meet their needs. - Attend various conferences such as CUE and subject-specific, and network with other middle schools regarding best practices. - Use District-prepared data on comparable school and TCSII websites to find similar schools that are successful, and visit them to learn what they are doing. - Encourage team-building activities that foster 100% engagement within grade-level teaching teams of students. Includes team-based field trips. - Maintain and increase the number of clubs on campus (e.g., Rolling Knitters, Hands for Hope, Guitar, Drama, and Computer Coding). - Continue to build CJSF program as an academic and service organization.

RESOURCES NEEDED	- Staff members - Time in classrooms/lunch - Safe School Monies
PERSONS RESPONSIBLE	- Counselor - Staff leaders - School Administration - Student Council Coordinator - Teachers
TIMELINE	Mid-August through end of year
EVALUATION	- Log of trainings and monthly meetings - School Climate Survey - Healthy Kids Survey (biannually)
BUDGET	- Safe School Funds - School Library Block Grant

GOAL #1--OBJECTIVE #2	Programs will be expanded by 10% to reach more at-risk students.
RELATED ACTIVITIES	• Continue student groups for at-risk students (grades, lack of motivation, discipline issues) and employ social-emotional learning and mindfulness techniques • Continuation of Reading Support classes put in place in 2015-16 • Implementation of Amplify Science and continuation of Math Links, TCI Social Studies, and Collections Language Arts programs • Schedule students to ensure maximum in-class support by Special Education staff • Special Education Core Skills Intervention in each grade level • Provide a smaller sized class to support students in 6th and 7th grade math (extra teacher in math program) • Schedule 6th grade students into language arts and math intervention periods as needed • Offer lunchtime intramural activities to encourage student participation • Provide EL support classes
RESOURCES NEEDED	• Creation of more groups for at-risk students
PERSONS RESPONSIBLE	• Counselor • School Administration • Staff members
TIMELINE	• August through May
EVALUATION	• Log of Student Council activities • Log of student group activities • Analysis of data for Interventions, CSI, Math Links, and Reading Support students • Student surveys • Parent surveys • Healthy Kids survey
BUDGET	• School Library Block Grant • Student Council funds

PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT TWO: SCHOOL'S PHYSICAL ENVIRONMENT

GOAL #1	To foster our safe, positive learning environment by increasing connections between/among students, staff, community, and the physical facility
OBJECTIVE #1	- All visitors will follow the visitor log-in procedure. - Staff will wear school badges. - School will engage in emergency drills.
RELATED ACTIVITIES	- Student-Parent Handbook and parent bulletins will address the visitor sign-in and visitor badge procedure. - Signs will be designed and posted to remind visitors to login at the office. - Yard monitors and substitutes will wear badges to identify themselves. - All staff will have similar Rolling Hills Badges. - All staff will be trained to direct non-identified visitors off campus and contact the office. - School will conduct monthly emergency drills to practice emergency situation protocols. - Debrief with staff after emergency drills; discuss strengths and weaknesses of human response and protocol. - Ongoing review of emergency drill procedures and protocol to ensure efficiency of system and safety of staff and students. - Staff training in emergency procedures by El Dorado County Sheriff's Dept.Office of Emergency Services. - Use of Catapult Emergency Management System district wide.
RESOURCES NEEDED	- Maintain signs - Parent bulletin notices - Log-in binders and visitors' badges - Emergency materials for each classroom/building
PERSONS RESPONSIBLE	- Principal - Assistant Principal

	- Staff - Head Custodian - Groundskeeper
EVALUATION	- Number of visitor log-ins and number of times yard monitors called office with "stranger on campus" alert. - Monitor drill efficiency and staff debrief.
TIMELINE	- Parent bulletin and Student/Parent Handbook distributed in August. Reminders dispersed after each break or when needed. - Staff emergency protocol review each August. - OES training with staff in September. - August through June
BUDGET	District provides badges and trainings

COMPONENT TWO: SCHOOL'S PHYSICAL ENVIRONMENT CONTINUED

GOAL #1 - OBJECTIVE # 2	The entire school population will work to prevent any theft, school damage, graffiti, and/or vandalism.
RELATED ACTIVITIES	- School discipline plan addresses consequences for vandalism. - Campus video surveillance will continue to be updated; newer, more comprehensive video surveillance system being installed on rolling basis. - Law enforcement will be notified and pictures will be taken when graffiti occurs. - Graffiti will be removed immediately.
RESOURCES NEEDED	- School and parent bulletins - Graffiti removers: sand blaster, graffiti cleaner, and paint. - Budgetary resources to offer rewards for information relating to the graffiti incidents (We Tip).
PERSONS RESPONSIBLE	- Principal - Assistant Principal - Head custodian
EVALUATION	Logs of graffiti incidents accompanied by records of removals.
TIMELINE	August through June
BUDGET	Site Budget for rental of graffiti removal machinery as needed.

COMPONENT TWO: SCHOOL'S PHYSICAL ENVIRONMENT CONTINUED

GOAL #1 - OBJECTIVE # 3	All staff will be trained at yearly sessions outlining roles and responsibilities in case of emergency
RELATED ACTIVITIES	• In-service to all staff • Regular drills for staff to practice emergency situation roles • Annual mandated reporter training • OES sheriff's dept. training for staff
RESOURCES NEEDED	• Emergency red folders for all staff. • Clipboards with emergency cards for each classroom/building.
PERSONS RESPONSIBLE	• Principal • Assistant Principal
EVALUATION	• Log of emergency in-services • Log of drills
TIMELINE	• August through June
BUDGET	• None

PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT THREE: SCHOOL'S SOCIAL ENVIRONMENT

GOAL #1	To create a social environment in which students can learn as they feel valued and safe.
OBJECTIVE #1	Continue developing the Student Council Program
RELATED ACTIVITIES	- School, team, and Pride/Focus activities. - Select and equip students with techniques to lead and support their peers. - Weekly club meetings. - Weekly small group meetings with counselor and/or psychologist. - Implement anti-bullying techniques on campus. - Provide Spirit Activities and rallies to promote academic teams and student belonging. - Point Break program. - ROAR ambassadors. - Trauma-informed practices training for staff.
RESOURCES NEEDED	- Facilities for training - Refreshments for follow-up meetings - Misc. office supplies - Grade level spirit T-Shirts - Staff T-shirts with annual theme
PERSONS RESPONSIBLE	- Counselors - Student Council Advisor - Principal - Assistant Principals
EVALUATION	- Number of students participating in programs - Discipline records (Eschool Plus) - District surveys - School climate surveys
TIMELINE	September/October – Point Break training for students/staff

	• Follow-up visits after training with Point Break staff • Pride/Focus activities
BUDGET	• Student Council Funds

GOAL #1—OBJECTIVE #2	By the end of the 2018-19 school year, all Rolling Hills students will understand the value of responsible decision making.
RELATED ACTIVITIES	• Counselor will work in classrooms on teaching responsible decision making (Common Sense Media, Mindfulness, and anti-bullying lessons/discussions). • Focus on character education in Pride/Focus activities and assemblies. • 7th grade science drug information unit will involve students in refusal skills. • Afternoon presentation by ED Sheriff/Friday Night Live/Club Live on choosing to remain drug and alcohol free. • Parents and students will be offered education on Internet safety via evening program.
RESOURCES NEEDED	• Pride/Focus activities focusing on responsible decision making. • Presenters for parent education class.
PERSONS RESPONSIBLE	• Counselors • Principal • Assistant Principals • Teachers
EVALUATION	• Healthy Kids Survey • School Climate Survey
TIMELINE	• August through June • September for Screenagers showing
BUDGET	• School Library Block Grant

COMPONENT THREE: SCHOOL'S SOCIAL ENVIRONMENT
CONTINUED

GOAL #1—OBJECTIVE #3	By November 2018, all students will be aware of and be encouraged to use a variety of support programs.
RELATED ACTIVITIES	- Small Counseling Groups and individual meetings facilitated by school counselor and psychologist. - Organizational group to support students that are struggling with their academics. - Student of the Trimester awards will be given based on character traits stressed each trimester. - Students will be recognized with trimester awards for citizenship (ROAR Award). - Teachers will regularly recognize students using "Good Notes" postcards. - Assemblies will be provided to equip students with a variety of social skills. - School clubs after school.
RESOURCES NEEDED	Budgetary resources needed for student training, "Good Notes" postcards.
PERSONS RESPONSIBLE	- Principal - Assistant Principal - Counselors
EVALUATION	- Number of students using support programs - Student feedback/Survey Data
TIMELINE	August through June
BUDGET	- Cost of copying and mailing "Good Notes" - Cost of good citizen awards - Cost of assemblies

PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT FOUR: SCHOOL'S CULTURAL ENVIRONMENT

GOAL #1	To foster our safe, positive learning environment by increasing connections between, among, and within student population, staff, and community.
OBJECTIVE #1	By August 2018, 100% of core curricular teachers will be in grade-level teams sharing students.
RELATED ACTIVITIES	- Early release days will be offered once a week to provide time for staff collaboration. - All teachers will study the middle school philosophy as outlined in *This We Believe*; each teacher will have a copy of the book. - Interdisciplinary teams will meet regularly to address student concerns. - Team teachers will have a calendar circulated to coordinate major assignments and tests. - Continued development of Pride/Focus curriculum - ELD classes to foster integration and academic achievement in EL students
RESOURCES NEEDED	- Teaming resources - Grade level meeting time/advisory period *This We Believe* for each faculty member
PERSONS RESPONSIBLE	- Principal - Assistant Principal - Grade level teachers
EVALUATION	- Log of team meeting dates - Collection of team meeting minutes
TIMELINE	August through June
BUDGET	Cost of *This We Believe*

GOAL #1—OBJECTIVE #2	100% of teachers teaching in a subject area will collaborate over assessments, teaching units, and other student data.
RELATED ACTIVITIES	• Subject area meetings with subject-alike teachers to make sure standards, curriculum, and continuum are being taught. • Common Core standards collaboration will take place among subject areas. • Adoption of Amplify Science for implementing NGSS, along with training and coaching throughout the year on Common Core strategies and creation of Common Core-aligned curricula. • Science and Social Studies teachers will receive training and coaching on Common Core Literacy in the Disciplines. • PE staff will continue to explore options for implementing standards across the grade levels while working within space and set-up limitations. • Coordination of use of materials such as microscopes, core literature books, Chromebook carts, etc. • Meetings to review formative and summative assessment data.
RESOURCES NEEDED	• Minimum days, Prof. Development Days, Collaboration Days, Conference attendance
PERSONS RESPONSIBLE	• Principal • Assistant Principal • Teachers
EVALUATION	• Staff calendars, staff bulletins, and minutes from staff collaboration sessions
TIMELINE	• August through June
BUDGET	• None

COMPONENT FOUR: SCHOOL'S CULTURAL ENVIRONMENT-CONTINUED

GOAL #1—OBJECTIVE #3	Struggling students will receive the opportunity to access teachers for extra help, and/or access remediation units, during the school day.
RELATED ACTIVITIES	- Implementation of special ELA and math classes with special curricula (RSP). - Implementation of several levels of reading remediation classes (based on student need as seen in several assessment measures). - Implementation of language arts and math intervention classes for struggling students (not RSP). - Mentors and lunchtime tutors and teachers will be available to offer these students the opportunity to be academically successful. - Students showing difficulty in several classes may be reassigned to support classes. - Eighth grade students not successfully passing several classes will remediate at summer school during the summer before they enter high school. - Teachers are available before and after school and at lunch (see individual teachers' schedules for availability).
RESOURCES NEEDED	- Salary for intervention teacher "Teams" to develop individual student success plans - School to provide intervention
PERSONS RESPONSIBLE	- Principal - Assistant Principal - Counselors - Teachers
EVALUATION	- Use of NWEA/MAP, AR, and SBA data. - Use of MobyMax diagnostics. - Data collected at the end of each progress report and report card period to see if tutoring/intervention improved at-risk students' grades. - Teachers' observations about quality of students' work, formative assessments, assignments turned in, test scores, and the overall success of the tutoring

	program, department coordination, grade-level activities, "teaming," and intervention class.
TIMELINE	• August through June
BUDGET	• School Library Block Grant Funds

PART ONE: SAFETY PLAN
ALIGNMENT OF GOALS AND VISION

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

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

PART ONE: SAFETY PLAN EVALUATION

Summarize Evaluation…
Describe how the accomplishments of each objective will be measured and who is responsible for the mandatory evaluation summary. Describe how you will determine your level of success.

Component	Objective	Evaluation	Persons Responsible
1	Promote Connections with Students, Staff, and the Community	- Number of students involved - Student Surveys - Log of Monthly Meetings	Student Council Coord. Counselor Staff Leaders School Administration
1	Support for At-Risk Students	- Point Break - Log of Leadership activities - Log of student group activities - Analysis of intervention students' growth - Student surveys - Parent surveys	Counselors School Administration Staff members
2	Identification Procedures	Number of visitor log-ins and number of times yard staff called office with "stranger on campus" alert.	Principal Assistant Principal Staff Head Custodian
2	Informing School Population regarding theft or vandalism	Logs of graffiti incidents accompanied by records of removals.	Principal Assistant Principal Head Custodian
2	Emergency Procedures	- Log of emergency in-services - Log of emergency drills	Principal Assistant Principal
3	Leadership program	- Student participation - Discipline record -- eSchool Plus	Counselor
3	Responsible Decision Making	- Student Survey - Healthy Kids Survey every other year	Counselor/Assistant Principal
3	Support Programs	- Number of students using support programs - Feedback from students - Academic progress data	Principal Assistant Principal Counselor
4	Academic Team Development	- Log of team meeting dates - Collection of team meeting minutes	Principal Assistant Principal Grade Level Teachers
4	Collaboration	Staff calendars	Principal

	over Data/Teaching	• Staff bulletins • Staff collaboration meeting minutes	Assistant Principal
4	Intervention Opportunities	• NWEA/MAP and SBA data review • Data collected at the end of each progress report and report card period to see if interventions improved at-risk student's grades • Teacher's observations about quality of students' work, assignments turned in, test scores, and the overall success of the intervention program, department coordination, grade level activities, and "teaming."	Principal Assistant Principal Counselor Teachers

PART ONE: SAFETY PLAN
BUDGET

Summarize budget…
Correlate the budget with activities, goals, and objectives.

COMPONENT	ITEM	SOURCE	AMOUNT
1	Promote Connections with Students, Staff, and the Community	Safe School Funds Supplemental Funds (LCFF) Student Council Funds	$10,000
1	Support for At-Risk Students	Supplemental Funds (LCFF)	$40,000
2	ID Badges	District Office	N/A
2	School Theft/Vandalism	Site Budget	As Needed
2	Emergency Procedures	N/A	N/A
3	Student Council Program	Student Council	$2,500
3	Responsible Decision Making/Pride	Student Council	$2,500
3	Support Programs	Student Council	$2,500
4	Academic Team Development	N/A	$0
4	Collaboration over Data/Teaching	N/A	$0