Independence High School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Independence High School
Street	1900 "G" Street
City, State, Zip	Merced, CA. 95340
Phone Number	(209) 325-1602
Principal	Nicole Rose
Email Address	nrose@muhsd.org
School Website	www.ihs.muhsd.org
County-District-School (CDS) Code	24-65789-2430049

2021-22 District Contact Information

District Name	Merced Union High School District
Phone Number	209.325-2020
Superintendent	Alan Peterson
Email Address	apeterson@muhsd.org
District Website Address	www.muhsd.org

2021-22 School Overview

Principal's Message

Dear Parents and Students,

The Independence High School community realizes the importance of a collaborative effort in providing you the most engaging, caring, and successful educational experience possible. With strong support from parents, guardians, school personnel, district administration and the Board of Education, our students will thrive. At Independence High School, we work with students one on one, allowing a flexible environment. Our curriculum is:

- Rigorous
- Demanding
- Dynamic

We have transitioned to a school that offers online instruction to prepare our students for the challenges of the 21st century. For all students, we teach to standards that are robust and relevant to the real world, preparing students for the skills they will need to be successful in college and careers. Enrollment at Independence High School is designed to support each student's special needs, while offering a standards-based education that requires student commitment and parental support. We look forward to this school year; working together we can provide the best possible education for each student.

Sincerely,

Nicole Rose
Principal, Independence High School

MERCED UNION HIGH SCHOOL DISTRICT MISSION STATEMENT

"Every staff member, every day, will support all students to acquire the skills necessary to develop and follow their post secondary dreams."

INDEPENDENCE HIGH SCHOOL VISION

"The philosophy of Independence High School education program is to provide a coordinated program of educational options and services designed to meet the specific and individual needs of students." Our programs and services are aligned with state and district guidelines and are designed to assist students in preparing to become contributing members of society.

INDEPENDENCE HIGH SCHOOL MISSION STATEMENT
Independence High School seeks to provide an individualized, academically challenging program for all students which will emphasize the development of personal responsibility and promote positive growth in academics, interpersonal relations, and values necessary in becoming productive citizens

INDEPENDENCE HIGH SCHOOL ACADEMIC GOALS

It is our commitment to help students achieve one or more of the following goals:

1. Return to and be successful at a traditional high school

2. Earn a high school diploma
3. Prepare to be a successful contributing member of society
4. Prepare to be a productive member of the workforce

To attain one or more of the goals listed above, we expect students to:

- Complete all school assignments
- Participate actively and constructively in their learning
- Develop positive attitudes
- Exercise self-discipline and demonstrate courtesy and respect for others
- Abide by all campus and classroom procedures
- Work independently and think critically

Independence High School Expectations
It is our commitment to help students achieve one or more of the following goals Expected School-Wide Learning Results (ESLRs) have been updated with input from stakeholders during the Accrediting Commission for Schools visitation of the Western Association of Schools and Colleges (WASC) process, and now are represented by the acronym "PRIDE"

1. Productive, Self Sufficient and Healthy Individuals
2. Responsible Citizens
3. Innovative Thinkers
4. Determined Learners
5. Effective Communicators and Collaborators

To attain one or more of the goals listed above, we expect to use indicators such as those below to measure student success related to these goals:

- Attend scheduled appointments
- Follow Curricular Pacing Guides
- Successful completion of Health, Life Skills, and/or PE courses
- Attendance records
- Completion of graduation requirements
- Number of students on behavior contracts, suspended and expelled from school
- Number of students maintaining a 2.0 GPA or above
- Number of students completing National Education Technology Standards (NETS) 5 and 6 standard
- Number of students completing technology based projects
- Number of seniors successfully completing Senior Portfolio
- Number of students completing graduation requirements
- Increasing rates of proficiency on course benchmarks
- Increasing rates of proficiency on the Common Core State Standards (CCSSs)
- Read, write, speak and listen competently and critically
- Use various types of technology as tools for communication
- Number of senior students completing Senior Exit Interview

School Description
Independence High School is one of nine high schools in the Merced Union High School District. All applications are reviewed by the district screening committee. The screening committee decides which educational program is best for the student in accordance with district and state policies. Independence High School is located on the East Campus Educational Center (ECEC). ECEC houses the following schools and programs in addition to Independence High School; Yosemite High School, Merced Adult School, Sequoia High School (a community day school), the Child Development Center, ROP (Regional Occupational Program), DRC (District Reporting Center), and 5th and 6th year seniors.

While the area is showing progress from double-digit unemployment rates there is still a lag behind state and national unemployment averages. For the 2017-2018 school year, 81.3% of Independence High School students, were eligible for free and/or reduced lunches.

2021-22 School Overview

Independence High School is comprised of full-time independent study (IHS) students and students concurrently enrolled "On Track" (OT) (IHS as well as their home campus). Both full-time IHS and OT students meet with their IHS teacher at the student's school of residence in an effort to keep the student connected to their school of residence.

Independence High School serves a diverse student population from various cities and communities in Merced County; the northern section of the district serves students from Livingston, Ballico, Snelling, and Cressey; the central section includes students from Atwater, Winton, and McSwain; and to the south, Merced, LeGrand and El Nido.

In June 2020, IHS received a full six-year WASC accreditation, with a two day mid cycle review visit.

Since that time, instruction has moved to an online format. Contracted teachers have been hired to work in the areas of English, math, science, social studies and art for the purpose of curriculum development, alignment and appropriateness to the diverse needs of independent study students. Work continues on alignment of the IHS curriculum with district pacing calendars and the development of lessons appropriate to the nature of independent studies and time available for instruction. In addition to meeting with an IHS teacher, students are also enrolled in English and math classes with "Highly Qualified" teachers. Efforts continue to provide staff development for IHS teachers in the use of standards-based curriculum and resources to best support students in what is typically a one-hour meeting covering six different classes. Teachers may request additional time for student appointments, in particular, for those who are limited English and/or simply need additional time to support success. Under the current model, all IHS teachers are "highly qualified" for the courses they teach.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	9
Grade 11	19
Grade 12	46
Total Enrollment	75

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	61.3
Male	38.7
Asian	1.3
Black or African American	2.7
Hispanic or Latino	66.7
Native Hawaiian or Pacific Islander	1.3
White	26.7
English Learners	1.3
Foster Youth	4
Homeless	9.3
Socioeconomically Disadvantaged	89.3
Students with Disabilities	28

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Pursuant to the settlement of Williams vs. the State of California, Merced Union High School District thoroughly inspected each of its school sites at the start of the 2006-07 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The following chart displays data collected in regards to the textbooks in use within the district including at Independence High School during the current school year (2015-2016).

All textbooks at IHS are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards aligned textbooks and instructional materials.

Year and month in which the data were collected	2020 September

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.0

	English 9 HMH California Collections 9 (Adopted 2016) English 10 (H) HMH California Collections 10 (Adopted 2016) English 11 HMH California Collections 11 (Adopted 2016) Literacy, Advocacy & Public Service HMH California Collections 11 (Adopted 2016) AP English Language NA ERWC ERWC provided AP English Literature Thomson Perrine's Literature Film Composition & Literature (Eng12) Novels ELD 1 Hampton Brown Edge A (Adopted 2010) ELD 2 Hampton Brown Edge A (Adopted 2010) ELD 3 Hampton Brown Edge B (Adopted 2010) ELD 4/5 Hampton Brown Edge C (Adopted 2010) Strategic English Binders/copies (Adopted 2010) Intensive English Hampton Brown Edge A (Adopted 2010)		
Mathematics	Intro to Integrated Math Carnegie (Adopted 2021) Integrated Math A Carnegie (Adopted 2021) Integrated Math B Carnegie (Adopted 2021) Integrated Math 1 Carnegie (Adopted 2021) Integrated Math 2 Carnegie (Adopted 2021) Integrated Math C Carnegie (Adopted 2021) Integrated Math D Carnegie (Adopted 2021) Integrated Math 2 Advanced Carnegie (Adopted 2021) Integrated Math 3 Carnegie (Adopted 2021) Integrated Math 3 Advanced Carnegie (Adopted 2021) PreCalculus (& H) Larson & Hostetler Precalculus with Limits (Adopted 2016) AP Calculus AB Key Cur Press Calculus Concepts & HMH Calculus of a Single Variable (Adopted 2016) AP Calculus BC Brooks/Cole Calculus (Adopted 2016) AP Statistics Freeman Practices of Statistics & Prentice Hall Stats: Modeling the World (Adopted 2016) Statistics & Probabilities Freeman Basic Practices for Statistics (Adopted 2016) Preparing for College Math MUHSD Preparing for College Math (Adopted 2016) Financial Algebra Cengage Financial Algebra (Adopted 2016)	Yes	0.0
Science	Life Science, Prentice Hall 2009 (Adopted 2008) Environmental Science, Holt, Rinehart, Winston 2006 (Adopted 2009) Biology, Pearson Education 2002 (Adopted 2002) Chemistry, Pearson Education 2002 (Adopted 2002) Modern Earth Science, Holt 2002 (Adopted 2002) Physics: Principles and Problems, Glencoe 2002 (Adopted 2002) Anatomy & Physiology Elsevier/Mosby The Human Body in Health Animal Anatomy & Physiology Delmar Introduction to Veterinary Science Biotechnology 1-2 Pearson Biotechnology, Introduction to Marine Biology H Prentice Hall Marine Biology an Ecological Approach	Yes	0.0

	Forensic Science Advanced Investigations Cengage: 2016		
History-Social Science	Grade12: Economics Principles in Action Prentice Hall 2007 (Adopted 2007) Grade 11: CA American Vision Modern Times Glencoe/McGraw Hill 2006 (Adopted 2007) Grade 11: CA American Anthem Holt, Rinehart & Winston 2007 (Adopted 2007) Grade 12: Lanahan Readings in the American Polity Lanahan Publishers 2007 (Adopted 2007) Grade 12: Government by the People, Pearson Education 2006 (Adopted 2007) Grade 12: Magruder's American Government, Prentice Hall 1999 (Adopted 1999) Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 1999 Grade 10: World History the Modern World 2007 Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 2003 (Adopted 2004) Grade 10: Modern World History, West Publishing 1999, (Adopted 2005) Grade 9: World Geography, Prentice Hall 2005 (Adopted 2006) Grades 9-12: Why Women Should Rule the World, HARP 2008 (BCHS) Grades 10-12 History of the Sierra Nevada, Laws Field Guide to the Sierra Nevada, and Sierra Nevada Natural History (GVHS)	Yes	0.0
Foreign Language	Grades 9-12: Hmong Arts, Books & Crafts (Adopted 2008) Grades 9-12: Santillana USA 2007 (Adopted 2007) Grades 9-12: Nuevas Vistas, Holt, Rinehart & Winston 2006 (Adopted 2006) Grades 9-12: Diccionario, Larousse (Continental Book Company) 1994 (Adopted 1997) Grades 9-12: Punjabi (Adopted 2006) Grades 9-12: Buen Viaje, Glencoe/McGraw Hill (Adopted) Grades 9-12: Discovering French Bleu, McDougal/Littell - 2004 (Adopted 2005)	Yes	0.0
Health	Grade 9: Health, Prentice Hall - 2007 (New Edition 2008)	Yes	0.0
Visual and Performing Arts	Grades 10-12: Understanding Movies, Prentice Hall 2008 (Adopted 2007) Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999) Grades 9-12: The Photographic Eye: Learning to See with a Camera, Davis Publications 1995 Grades 9-12: Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000) Grades 9-12: Foundations of Restaurant Management and Culinary Arts (Level 1 and 2) (AHS, BCHS, GVHS, MHS)	Yes	
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment: IHS provides an adequate supply of lab equipment for its students.	Yes	0.0

School Facility Conditions and Planned Improvements

Independence High School (IHS) was originally established in 1966. All students enrolled at IHS are seen by their IHS teacher, but under special circumstances students can be seen at ECEC and they have complete access to the Global Access Port (GAP) which is the library at ECEC. Other ECEC facilities are also available for student use, such as the gym and weight room. Academic counselors are located in the administration building for Sequoia High School and Yosemite High School as each of these two counselors shares the Independence High School caseload of students.

IHS is fully compliant with the Williams Facility Inspection. The school is inspected annually by the Fire Marshal and monthly by school site administrators. All issues discovered during these inspections are given the utmost priority.

Cleaning Process
Independence High School provides a safe and clean environment for students, staff, and volunteers. The District Governing Board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair
A scheduled maintenance program is administered by Independence High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Merced Union High School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and for the most part, in the order in which they are received.

Deferred Maintenance Budget
The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report	September 27, 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Replace carpet in office
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	27	11	40.74	59.26	27.27
Female	17	6	35.29	64.71	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	14	6	42.86	57.14	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	11	4	36.36	63.64	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	7	41.18	58.82	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	24	11	45.83	54.17	0.00
Female	15	6	40.00	60.00	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	13	6	46.15	53.85	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	7	46.67	53.33	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A

Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	5.56	N/A	20.63	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	37	54.41	45.59	5.56
Female	42	24	57.14	42.86	4.35
Male	26	13	50.00	50.00	7.69
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	51	27	52.94	47.06	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	15	9	60.00	40.00	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	25	54.35	45.65	4.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	9	45.00	55.00	--

2020-21 Career Technical Education Programs

Independence High School does not currently offer any CTE courses due to credentialing. None of the current IHS teachers have a CTE credential in order to teach a CTE course. If an IHS student is on-track, then they can take a CTE course at their home site with a fully credentialed CTE teacher.

Through these various industry sectors, pathways and course offerings, the following is a list of the district's CTE advisory committee that supports our CTE program: Ed Palomino, West Air Gas
Breanne Ramos, Merced Farm Bureau
Jay Sousa, Photographer
Gwen Hagaman, Marketing Consultant
Kathleen Lassle, Program Compliance Manager for Webcor Builders
Lisa Vigil, Field & Marketing Representative for Carpenters Local Union 152
Scott Lewis, District Coordinator for Carpenters Training Committee
Brian Teague, Labors Relations Representative for Liuna
David Marvulli, Construction Owner for DMC Construction
Terry Rolfe, Construction Owner Phase 3 Construction
Kevin Kennedy, Pres.of Valley Business Center
Nancy Deavours, President/CEO Merced School EFCU
Ana Boyenga, Assistant Superintendent of Atwater Elementary School District.
Brent Jerner, CEO APG Solar
Kahri Boykin, MUHSD Teacher
Dena Traina, Civil Engineer, Provost & Pritchard Consulting Group
Marisol Duran, Abercrombie and Fitch Company
Leslie Abasta-Cummings, CEO of Livingston Community Health
Dr. Thelma Hurd, UC Merced Director, Medical Education
Sara Hill & Robyn Donovan, El Capitan Hotel (JDV Hotels)
John Livria, Vice President of Focus Publishing
Anthony Thomas, Converge One
Brenda Reyna, Merced Superior Courtroom Clerk (Supervisor)
Mickey Brunelli, Fire Battalion Chief
Harry Dhaliwal, Service Manager for Interstate Trucking
Barbara Tanzillo, Community Member
Michelle Symes, MCOE Director of Student Support
Lily Pulido, CTE Pathway Coordinator
Greg Soto, Dean of Student Services
Jennifer Sousa, Adjunct Counselor
Student, AHS (Name Redacted) Student
Student, LHS (Name Redacted) Student
Student, MHS (Name Redacted) Student
Jannette McAuley, Program Administrator
Kimberly Zamudio, Educational Services Program Administrative Assistant

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	43
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	33.3

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	94.32
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes	State Priority: Other Pupil Outcomes
	The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents and guardians are encouraged to be partners in their child's academic progress through online access to aeries gradebook and Edmentum, the online instructional platform used and to communicate with counselors and teachers as needed. Emails and dialers go out communicating school activities, assessments and attendance reporting. Independence High School parents may participate on the School Safety Committee, Health and Wellness Committee, English Language Advisory Committee, and WASC Focus and Leadership Teams and Parent Meetings regarding Local Control Funding Formula (LCFF). School Site Council meetings are held quarterly. Parents participate in extracurricular activities to support students in community service projects. They also attend student orientation with their children to help initiate an education and career plan.

Parents who wish to participate in Independence High School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (209) 325-1602. The district's website (www.muhsd.org) also provides a variety of helpful resources and information for parents, students, and community members.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	22.9	18.5	13.2	4.0	3.2	3.7	9.0	8.9	9.4
Graduation Rate	71.4	74.1	76.5	94.2	95.2	94.6	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	68	52	76.5
Female	41	35	85.4
Male	27	17	63.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	52	38	73.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	13	11	84.6
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	15	13	86.7
Socioeconomically Disadvantaged	66	50	75.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	23	17	73.9

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	133	121	72	59.5
Female	82	77	46	59.7
Male	51	44	26	59.1
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	4	4	3	75.0
Filipino	0	0	0	0.0
Hispanic or Latino	89	83	47	56.6
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	2	2	2	100.0
White	33	27	17	63.0
English Learners	7	5	3	60.0
Foster Youth	7	4	2	50.0
Homeless	7	7	5	71.4
Socioeconomically Disadvantaged	121	109	66	60.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	40	33	20	60.6

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	3.43	0.34	3.47	0.20
Expulsions	0.00	0.00	0.46	0.03	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.26	2.45
Expulsions	0.00	0.57	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Safety of students and staff is a priority of Independence High School. Teachers, administration, and campus liaisons supervise designated areas before and after school, and during breaks. Campus liaisons constantly walk the grounds while classes are in session to ensure all visitors check into the office and direct students back to class. Each liaison is equipped with a two-way radio and First Aid supplies. YHS also employs a School Resource Officer from the Merced Police Department who is on campus daily. There is a designated area for students to be dropped off and picked up, which is monitored by liaisons and administration. Students are not allowed to bring visitors on campus during the school day, including lunch breaks. All non-students are required to report to the principal's and attendance offices for registration. Guest speakers, parents, and or visitors are required to report to the principal's office prior to visiting classrooms in order to receive admittance authorization and complete a digital sign in form.

The school's safety program is fully compliant with federal and state regulations, and the School Safety Plan is updated annually by the Safety Committee with input from staff, students, and parents. IHS School Site Council approved the 2021-2022 safety plan at the meeting on Oct. 7, 2021. Key elements outlined in the plan include:

- Emergency notification system for the entire campus
- Equipping some teachers and administration with portable radios
- Security Cameras and panic gates
- Campus maintenance and inspection done regularly.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and intruder drills are held each semester, and all staff have been trained on coordinating an evacuation from the school. One site map includes facilities, evacuation and safety needs of Independence, Merced Adult, Sequoia and Yosemite High Schools which are posted in all classrooms and offices.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	33		
Mathematics	2	18		
Science	2	26		
Social Science	2	45		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	44		
Mathematics	2	29		
Science	2	35		
Social Science	2	56		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	60		
Mathematics	1	23		
Science	2	38		
Social Science	2	63		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,447.74	$1,430.49	$13,017.25	$90,111.62
District	N/A	N/A	$11,815	$71,758.59
Percent Difference - School Site and District	N/A	N/A	9.7	22.7
State			$8,444	$92,222
Percent Difference - School Site and State	N/A	N/A	42.6	-2.3

2020-21 Types of Services Funded

In addition to general state funding, Merced Union High School District received state and federal funding for the following categorical, special education, and support programs including foster and homeless youth, site instructional coach, and free lunch for all students:

*Local Control Funding Formula (LCFF Supplemental)
*Title I, Part A - Basic Grant
*Title II, Parts A & D - Teacher Quality & Technology
*Title III, Part A - Limited English Proficiency (LEP)
*Title IV - Safe & Drug Free Schools & Communities (SDFSC)
*Title V - Innovative Programs

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$55,336	$54,687
Mid-Range Teacher Salary	$82,164	$92,222
Highest Teacher Salary	$105,121	$114,208
Average Principal Salary (Elementary)	$0	$143,647
Average Principal Salary (Middle)	$0	$145,785
Average Principal Salary (High)	$144,903	$162,322
Superintendent Salary	$206,468	$258,950
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

Currently, our professional development plan has centered around going back to the basics for lesson planning to help reacclimate our students to in-person learning. The main area of focus has been our district's "MUHSD Must Haves," which are 6 instructional components that every lesson should contain. These include: a standards-based objective, student voice, rigor at DOK 2 or higher, 4C's, checking for understanding, and closure. Other topics of professional development include technology as students are 1:1. Integration of technology, its effective use by staff and students as a tool with which to access information and engage in rigorous tasks, critical thinking, and problem-solving tasks will continue to be a focus. Teachers were surveyed at the beginning of the year for their input on the needs for specific resources and trainings to help them be successful at coming back to in-person learning. Also, we utilized our Instructional Leadership Team for their input and experience to help plan the PD schedule for the year. Professional development has been delivered via zoom and in-person during the year. Trainings are done once a month during our "Professional Learning" Wednesday collaboration time. Our ILT members lead these trainings with topics focused on ways to increase student engagement, build relationships with students, and special populations.

Additional professional development is delivered in faculty meetings, prep period trainings, half-day trainings on site, site visitations throughout district and reflective post-visit lesson planning, conference attendance both at county level and outside the county, as well as continuation high school-specific conferences. For additional support in their profession, all first and second-year teachers throughout the district participate in the MUHSD Teacher Induction program, a state-funded, standards-based program that provides support through mentoring, training, and evaluation. Additional staff development is provided by our Instructional Coach, administration coaching of teachers, and learning walks that highlight peer observations between teachers.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	5

Merced Union High School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Merced Union High School District
Phone Number	209.325-2020
Superintendent	Alan Peterson
Email Address	apeterson@muhsd.org
District Website Address	www.muhsd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2695	2417	89.68	10.32	46.07
Female	1330	1205	90.60	9.40	53.06
Male	1364	1212	88.86	11.14	39.13
American Indian or Alaska Native	13	12	92.31	7.69	33.33
Asian	233	222	95.28	4.72	63.06
Black or African American	114	91	79.82	20.18	32.22
Filipino	19	18	94.74	5.26	77.78
Hispanic or Latino	1882	1691	89.85	10.15	41.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	24	85.71	14.29	47.83
White	398	352	88.44	11.56	60.29
English Learners	232	191	82.33	17.67	10.11
Foster Youth	19	11	57.89	42.11	27.27
Homeless	312	272	87.18	12.82	31.58
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1106	950	85.90	14.10	35.61
Students Receiving Migrant Education Services	63	49	77.78	22.22	27.08
Students with Disabilities	289	228	78.89	21.11	10.22

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2695	2421	89.83	10.17	19.86
Female	1329	1200	90.29	9.71	20.47
Male	1365	1221	89.45	10.55	19.26
American Indian or Alaska Native	13	12	92.31	7.69	8.33
Asian	233	223	95.71	4.29	30.18
Black or African American	114	93	81.58	18.42	11.11
Filipino	19	16	84.21	15.79	62.50
Hispanic or Latino	1882	1690	89.80	10.20	16.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	24	85.71	14.29	30.43
White	398	356	89.45		28.17
English Learners	232	187	80.60	19.40	2.19
Foster Youth	19	12	63.16	36.84	8.33
Homeless	312	270	86.54	13.46	12.88
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1106	948	85.71	14.29	12.57
Students Receiving Migrant Education Services	63	47	74.60	25.40	6.38
Students with Disabilities	290	228	78.62	21.38	2.64

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A				
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A	N/A	N/A	N/A	N/A

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level

*At or above the grade-level standard in the context of the local assessment administered.

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FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
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GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

ü	**No Deficiency - Good Repair:** Insert a check mark if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	**Deficiency:** Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	**Extreme Deficiency:** Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good

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	Repair Standard.
NA	**Not Applicable:** If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

· **Gas** and **Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.

· **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.

· **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than Interior Surfaces. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.

· The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."

· **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."

· **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

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PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

a. There is no odor that would indicate a gas leak. (X)
b. Gas pipes are not broken and appear to be in good working order. (X)
c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

a. The HVAC system is operable. (X)
b. The facilities are ventilated (via mechanical or natural ventilation).
c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
e. Interior temperatures appear to be maintained within normally accepted ranges.
f. The ventilation units are not generating any excessive noise or vibrations.
g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
b. The sanitary system controls odors as designed.
c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
b. Area(s) evaluated is free of unabated graffiti.
c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident. Examples include but are not limited to the following:

a. There is no evidence of a major pest or vermin infestation. (X)
b. There are no holes in the walls, floors, or ceilings.
c. Rodent droppings or insect skins are not evident.
d. Odor caused by a pest or vermin infestation is not evident.
e. There are no live rodents observed.
f. Other

Electrical (Interior and Exterior)

1. There is no evidence that any portion of the school has a power failure. (X)

2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:

a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:

a. Lighting appears to be adequate.
b. Lighting is not flickering.
c. There is no unusual hum or noise from the light fixtures.
d. Other

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a. Walls are free of hazards from tears and holes.

b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.

c. Ceiling is free of hazards from missing ceiling tiles and holes.

d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)

e. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

a. Restrooms are maintained and cleaned regularly.

b. Restrooms are fully operational.

c. Restrooms are stocked with toilet paper, soap, and paper towels.

d. Restrooms are open during school hours.

e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

a. Drinking fountains are accessible.

b. Water pressure is adequate.

c. A leak is not evident.

d. There is no moss, mold, or excessive staining on the fixtures.

e. The water is clear and without unusual taste or odor.

f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)

b. Emergency alarms appear to be functional. (X)

c. Emergency exit signs function as designed, exits are unobstructed. (X)

d. Fire extinguishers are current and placed in all required areas.

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

a. Severe cracks are not evident. (X)

b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)

c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)

d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)

e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

a. Roofs, gutters, roof drains, and down spouts are free of visible damage.

b. Roofs, gutters, roof drains, and down spouts are intact.

c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Significant cracks, trip hazards, holes and deterioration are not found.

b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.

c. Seating, tables, and equipment are functional and free of significant cracks.

d. There are no signs of drainage problems, such as flooded areas, eroded

e. Fire alarms pull stations are clearly visible.

f. Other

Hazardous Materials (Interior and Exterior)
There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labelled properly). (X)

b. Paint is not peeling, chipping, or cracking.

c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.

d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.

e. Other

soil, water damage to asphalt, or clogged storm drain inlets.

e. Other

Windows/Doors/Gates/Fences (Interior and exterior)
Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

a. There is no exposed broken glass accessible to pupils and staff. (X)

b. Exterior doors and gates are functioning and do not pose a security risk. (X)

c. Windows are intact and free of cracks.

d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

e. Doors are intact.

f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

g. Gates and fences appear to be functional.

h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.

i. Other

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION
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PART II: EVALUATION DETAIL   Date of Inspection: 09/28/20   School Name: Independence High School

AREA / CATEGORY	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/DOORS/GATES/FENCES
Admin	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓	NA	✓	✓	NA	✓
COMMENTS:															
Restroom	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	NA	✓	✓	NA	✓
COMMENTS:															
ASSETS Office	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓	NA	✓	✓	NA	✓
COMMENTS:															
Office 1	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓	NA	✓	✓	NA	✓
COMMENTS:															
Office 2	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓	NA	✓	✓	NA	✓
COMMENTS:															
Office 3 file room	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓	NA	✓	✓	NA	✓
COMMENTS:															
Office 4	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓	NA	✓	✓	NA	✓
COMMENTS:															
Office 5	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓	NA	✓	✓	NA	✓
COMMENTS:															
Office 6	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓	NA	✓	✓	NA	✓
COMMENTS:															

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

PART II: EVALUATION DETAIL

Date of Inspection: 09/28/20   School Name: Independence High School

AREA / CATEGORY	1 GAS LEAKS	2 MECH./HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Office 7	√	√	√	√	√	√	√	NA	NA	√	NA	√	√	NA	√
COMMENTS:															
Office 8	√	√	√	D	√	√	√	NA	NA	√	NA	√	√	NA	√
COMMENTS:															

Marks: √ = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable

Use additional Area Lines as necessary.

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

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SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION
Merced Union High School District/Merced

COUNTY
Merced

SCHOOL SITE
Independence High School

SCHOOL TYPE (GRADE LEVELS)
9-12

NUMBER OF CLASSROOMS ON SITE
7

INSPECTOR'S NAME
Darlene Tapetillo

INSPECTOR'S TITLE
Head Night Lead Custodian

NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)

TIME OF INSPECTION
4:00 PM

WEATHER CONDITION AT TIME OF INSPECTION
sunny, hazy

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
11	Number of "U"s:	11	11	11	9	11	11	11	1	1	11	0	11	11	0	11
	Number of "D"s:				2											
	Number of "X"s:								10	10		11			11	
	Number of N/As:															
	Percent of System in Good Repair Number of "U"s divided by (Total Areas - "NA"s)*	100.00%	100.00%	100.00%	81.80%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	NA	100.00%	100.00%	NA	100.00%
	Total Percent per Category (average of above)	100.00%			81.80%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%
	Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%	Good			Fair	Good		Good	Good		Good		Good		Good

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	SCHOOL RATING**
97.70%	Good

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:
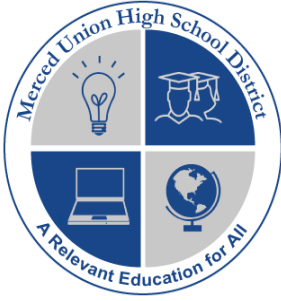
Merced Union High School District

209.325.2000
3430 A Street, Atwater, CA 95301
FAX: 209.385.6442
www.muhsd.org

SB 187
Comprehensive School Safety Plan

'Where Students Come First and Second Chances Come True'

CDS Code
YHS 24-65789-2439602
IHS 24-65789-2430049
SHS 24-65789-0107672
MAS 24-65789-2434900

Date of this revision: September 22, 2021

Contact Information: Nicole Rose (YHS & IHS), Amy Pellissier (SHS), & Steve Hobbs (MAS)
Principal: (209) 325-1600, (209) 325-1700, (209) 325-2800
Phone Number: 1900 "G" St. Merced, CA 95340
Address:

_____   _____   _____
School Principal   Signature   Date

_____   _____   _____
Associate Principal   Signature   Date

_____   _____   _____
School Safety Team Representative   Signature   Date

2021 – 2022 SITE COMPREHENSIVE SAFETY PLAN

Chapter 1
SB 187: School Safety Plan

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter (Amended Ed. Code 35294.6)

The following guidelines may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Safety Planning Committee, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year.

2. The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:
• Child Abuse reporting procedures
• Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
• Procedures to notify teachers and counselors of dangerous students
• Sexual Harassment Policy
• Safe ingress and egress to and from school
• Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
• Dress Code
• Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.
 The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the school library and the main offices.

School Safety Planning Committee

California Education Code Section 32286 requires each school site to review and update its school safety plan, which must be developed and written by a School Site Council (SSC) or its designated Safety Planning Committee in collaboration with teachers, classified staff, parents, and first responders to ensure they are up-to-date and complete. The plans must have policies and procedures addressing critical issues including: disaster preparedness; crisis response; mental and physical health; earthquake emergencies; school learning environment; discipline, suspension, and/or expulsion; hate crime reporting; child abuse reporting; release of a pesticide or toxic substance; and more.

Emphasis on the importance of including mental health programs in the school safety plans has increased over recent years. SSCs or Safety Planning Committees are encouraged to work with county mental health program providers to develop policies to refer children who may have mental health issues to the appropriate services. Partnerships between schools, families, and communities can help address the mental health needs of students as a strategy in school safety planning.

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294,1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- A representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

Annual Safety Goals

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:
• Mental Health Data
• State, District or Site Surveys (such as the Youth Risk Behavior Survey)
• Disciplinary Data
• Community Police Data
Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

Based on data analysis, the School Safety Planning Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.   The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community. In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups and the Board of Trustees.

  GOAL 1: Yosemite High School will sustain its reduction of the suspension rate of foster youth.

Strategy 1.1:Increase student check-ins with the Student Support Manager and NHA Consultant.

Strategy 1.2: Increase student interventions with IC teacher.

Baseline Data 1.1: 31% of foster youth suspended in 2017-2018; 5.8% of foster youth suspended in 2018-2019, 3.2% of foster youth suspended in 2019-2020.

Assessment 1.1: Data of foster students being suspended.

Assessment 1.2: Data of foster student progress monitoring by student support team.

Assessment Data 1.1: To be completed at the end of 2021-2022 academic year.

GOAL 2: Sequoia High School will sustain its reduction of days of home suspension.

Strategy 2.1: Implement the "Nurtured Heart" approach to establish and sustain a positive campus climate and culture

Strategy 2.2: Facilitate formal conflict resolution interventions for students with identified issues with other students

Strategy 2.3: Intervention Counselor will offer and facilitate group sessions for students struggling with internal and external conflicts

Strategy 2.4: Utilize Suite 360 (digital character development and social/emotional learning program) in lieu of home suspension for certain infractions

Baseline Data 2.1: Days of Home Suspension have decreased over the past three school years: 367 in 2017/2018, 152 in 2018/2019, 109 in 2019/2020; however, sustaining a reduction will further keep students engaged with learning and connected with school.

Assessment 2.1: Student and staff survey evaluating Nurtured Heart impact on campus climate and culture

Assessment 2.2: Aeries incident data for Days of Home Suspension

Assessment 2.3: Suite 360 intervention program follow-up survey regarding adjusted approaches to challenging situations

Assessment Data 2.1: To be completed at the conclusion of the following year

Chapter 2

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revisions. The safety plan must include the following components: (Ed Code 35294.2)

❑ Child abuse reporting consistent with Penal Code 11164.

❑ Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.

❑ Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.

❑ A sexual harassment policy pursuant to Education Code 212.6

❑ Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school

❑ The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.

❑ If the school has adopted a dress code prohibiting students from wearing "gang related apparel," the provisions of that dress code.

❑ Routine and Emergency Disaster Procedures that include:
  ● Emergency and Disaster Preparedness Plan
  ● Fire Drills
  ● Bomb Threats
  ● Earthquake Emergency Procedure System
  ● Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:
  ● What is the policy or procedure?
  ● How are staff, students and/or parents notified that this policy exists?
  ● How are staff, students and/or parents notified relative to a specific incident?
  ● What staff/student training(s) have been completed?
  ● What additional trainings are needed?

Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse
   a. Injury inflicted by another person. (Penal Code 11165.5, 11165.6)
   b. Sexual Abuse. (Penal Code 11165.1)
   c. Neglect of a child's physical, health, and emotional needs. (Penal Code 11165.2)
   d. Willful harming or injuring of a child or the endangering of the person or health of a child. (Penal Code 11165.3)
   e. Unlawful corporal punishment. (Penal Code 11165.4)
2. Not Considered Child Abuse
   a. Mutual affray between minors. (Penal Code 11165.6)
   b. Injury caused by reasonable and necessary force used by a peace officer: To quell a disturbance threatening physical injury to a person or damage property. (Penal Code 11165.6)
   c. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
   d. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)
   e. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

B. Mandated Child Abuse Reporting

a. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
b. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practicably possible by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11166)

> **Merced County Child Protective Services**
> **(209) 385-3104**

AND

> **Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168)**
> **Mandated reporters may obtain copies of the above form from either the district or the appropriate agency. Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)**

> - The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
> - The child's name and address, present location and, where applicable, school, grade, and class.
> - The names, addresses, and telephone numbers of the child's parents/guardians.
> - The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.
> - The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

> **The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)**

c. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

d. When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

e. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

a. Involuntary sexual activity is always reportable.

b. Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).

c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.

b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years

b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child

c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

a. The partner is less than 14 years of age

b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship

c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:
a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D.   Failure to Report Known or Suspected Child Abuse
a. Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a   misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

E.   Child Abuse Reporting Number: (209) 385-3000 ext. 5858

F.   Staff Training
a. All staff is required to participate in Mandated Reporter training at their school site's back to school meetings.
b. Staff hired after the start of school will attend a Mandated Reporter training that is held each month conducted by Risk Management Department.

Discrimination and Harassment Policy

A. Discrimination, harassment, bullying and intimidation

The Merced Union High School District Board of Trustees prohibits unlawful discrimination, harassment, intimidation or bullying against any protected group as identified under Education Code 200 and 220 and Government Code 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race or ethnicity, ancestry, national origin, nationality, religion, immigration status, color, mental or physical disability, age, marital or parental status, gender identity, gender expression, or genetic information, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any District program or activity that receives or benefits from state financial assistance.

Students are protected against discrimination, including discriminatory harassment, bullying or intimidation by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity. Discriminatory harassment, bullying or intimidation includes: physical, written, or verbal conduct, threats, cyberbullying, causing bodily injury to, or committing hate violence against any other student or school personnel based on the targeted person's actual, perceived, or association with a protected characteristic, as listed above.

Cyberbullying includes the transmission of harassing communications, direct threats or other harmful texts, sounds, or images on the Internet, social media or other technologies using a telephone, computer of any wireless communication device. It also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. (See BP 5131- Conduct; BP 5131.2- Bullying). Cyberbullying will be investigated and may result in disciplinary action, even when the act occurs off campus, if it relates to a school activity or school attendance or causes a substantial disruption, or reasonably foreseeable risk of substantial disruption of school activities.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Principal, Superintendent or designee and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board Policy and Administrative Regulation.

B. Harassment

Students are protected against harassment committed by anyone, including third parties, in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome verbal, visual, or physical behavior that is sexual in nature when:

- A student is led to believe that he or she must submit to unwelcome sexual conduct or communications as a condition of the student's academic status or progress, or the conduct is used as a basis for any decision affecting the student regarding a benefit or service, honors, a place on a sports team, programs, or other District activities, or
- The conduct has the purpose or effect of having a negative impact on a student's educational performance, or creates an intimidating, hostile or offensive educational environment.

C. Notice Prohibiting Sexual Harassment

The Merced Union High School District is committed to providing educational programs, activities and services that are free from unlawful discrimination, harassment, intimidation, or bullying based on actual or perceived legally protected characteristics, or association with a person or group with one or more of such characteristics, including sex, sexual orientation, gender, gender identity, and gender expression, as required by California law and Title IX of the Education Amendments of 1972. Districts receiving federal funding are required to adhere to Title IX regulations, and Districts receiving state funding are required to adhere to Title 5 regulations.

Inquiries on all matters, including complaints, regarding the implementation of Title IX in the District may be referred to the District official(s) listed below at the following addresses and telephones:

Title IX Coordinator/Compliance Officer: For issues involving Students with Disabilities:

Mandy Ballenger
Director of Human Resources
3430 A Street, Atwater, CA 95301
Phone: 209-325-2012
E-mail: mballenger@muhsd.org

Cristi Johnson
Director of Student Support
3105 "G" Street, Merced, CA 95340
Phone: 209-325-2121
E-mail: cjohnson@muhsd.org

You can report discrimination and harassment based on sex to any district staff member or to the District's Title IX Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your District's nondiscrimination policy and procedure, contact your school, the District Office

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to**:**
1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator/Compliance Officer, Mandy Ballenger.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

D. Staff Training

By January 1, 2006, and every two years thereafter, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position. (Government Code 12950.1) The district's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state statutory law on the prohibition against and the prevention and correction of sexual harassment and the remedies available to the victims of sexual harassment in employment. The training shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

In addition, the Superintendent or designee shall ensure that all employees receive periodic training regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.

E. Examples of Sexual Harassment:
- Pressuring a person for sexual favors
- Unwelcome leering, sexual flirtations or propositions
- Unwelcome touching of a sexual nature such as massaging, grabbing, fondling, stroking or brushing the body, or touching an individual's body or clothes in a sexual manner
- Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Graphic verbal comments about an individual's body, or overly personal conversation
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, emails, pictures, derogatory posters, notes, stories, cartoons, drawings, obscene gestures, or computer-generated images
- Making sexual jokes, rumors, or suggestive remarks
- Displaying sexually suggestive objects
- Sexual violence, including rape, sexual battery, sexual assault, sexual coercion, or other sexual violence offenses under Education Code section 48900(n)
- Dating violence, stalking, and relationship abuse based on gender or sex

Students also have the right to file a formal complaint (see below). For a copy of the District's sexual harassment policy and procedure, contact the District Office, or view Board Policy 5145.7. Regardless of whether a formal complaint is filed, the District has a responsibility to conduct some level of investigation for any report of discrimination or sexual harassment.

F. Complaint options for sex discrimination and sexual harassment

If you believe that you have experienced discrimination on the basis of sex or sexual harassment at school, you have the right to file a complaint with the District or the Office for Civil Rights ("OCR"). If a crime is involved, such as sexual assault or rape, individuals may also file a report with the local police department. A person may pursue one or all of these avenues at the same time. Incidents involving suspected child abuse shall be reported to law enforcement under the District's mandated reporting procedures. Additionally, the school principal may be required to report other incidents to law enforcement under Education Code section 48902.

Before filing a complaint, you can discuss your concerns with the school Principal, with the District's Director of Student Support or Title IX Coordinator/Compliance Officer, who are listed above. This is often the fastest way to address and resolve your concerns.

Complaint to the School District

Step 1. *Prepare Your Complaint*

In most cases, complaints should be filed within six months from the date of the incident or conduct that is the subject of the complaint. A complaint may be verbal or written. Be sure to describe the conduct or incident and explain why you believe sex discrimination or sexual harassment has taken place. Communicate your complaint to any District staff member or the District's Title IX Coordinator/Compliance Officer. Each campus will designate two administrative personnel who will process Title IX complaints.

Step 2: *School District Investigates Your Complaint*

Once the District receives your complaint, the Title IX Coordinator/ Compliance Officer will give you a copy of the complaint procedure and make sure a prompt, thorough and impartial investigation takes place. When the investigation is completed, you will receive a written response.

Step 3: *School District Responds to Your Complaint*

In its written response, the District will include a summary of the results of the investigation. If it is determined that discrimination or harassment occurred, the report shall also include any corrective actions that have or will be taken to address the misconduct, to prevent any retaliation or further misconduct, and to inform you about any sanction imposed on the respondent which relates directly to you as the complainant.

Appeal Options. If you do not agree with the District's decision, state law provides the option to file a formal appeal with the California Department of Education - Office of Equal Opportunity. This is a separate process that can take place if one of these two conditions has occurred: (1) you have completed the District's complaint and appeal process (if any) and you disagree with the decision, or (2) the District has not followed its complaint and appeal process correctly.

You have 20 calendar days to file an appeal with the California Department of Education - Office of Equal Opportunity from the day you received the decision of the District.

You can send your written complaint to:

California Department of Education - Office of Equal Opportunity:

Email: oeoinfo@cde.ca.gov I *Phone:* 916-445-9174 I *Fax:* 360-664-2967

Mail or hand deliver: *1430 N Street, Suite 5602, Sacramento, CA 95814-5901*

Complaint to the Office of Civil Rights (OCR)

A student may also file a sex discrimination or sexual harassment complaint with OCR. Instructions for filing a complaint can be found at https://www2.ed.gov/about/offices/list/ocr/docs/howto.html.

Complaint to the School District

Step 1. *Prepare Your Complaint*

In most cases, complaints should be filed within six months from the date of the incident or conduct that is the subject of the complaint. A complaint may be verbal or written. Be sure to describe the conduct or incident and explain why you believe discrimination or harassment has taken place. Communicate your complaint to any District staff member or the District's Title IX Coordinator/Compliance Officer. Each campus will designate two administrative personnel who will process complaints.

Step **2:** *School District Investigates Your Complaint*

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Step 3: *School District Responds to Your Complaint*

In its written response, the District will include a summary of the results of the investigation. If it is determined that discrimination or harassment occurred, the report shall also include any corrective actions that have or will be taken to address the misconduct, to prevent any retaliation or further misconduct, and to inform you about any sanction imposed on the respondent which relates directly

to you as the complainant. You will also be notified of any applicable appeal rights and any additional civil law remedies that may be available to you.

NON-DISCRIMINATORY BULLYING, HARASSMENT AND INTIMIDATION

Students may also experience bullying, harassment or intimidation, which is not based on a protected characteristic. The District also takes these concerns seriously. Students are encouraged to report the matter to a Principal or staff member, who can determine what happened, intervene as necessary, and resolve the situation.

Bullying Policy

A. Policy Pertaining to Bullying

District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.
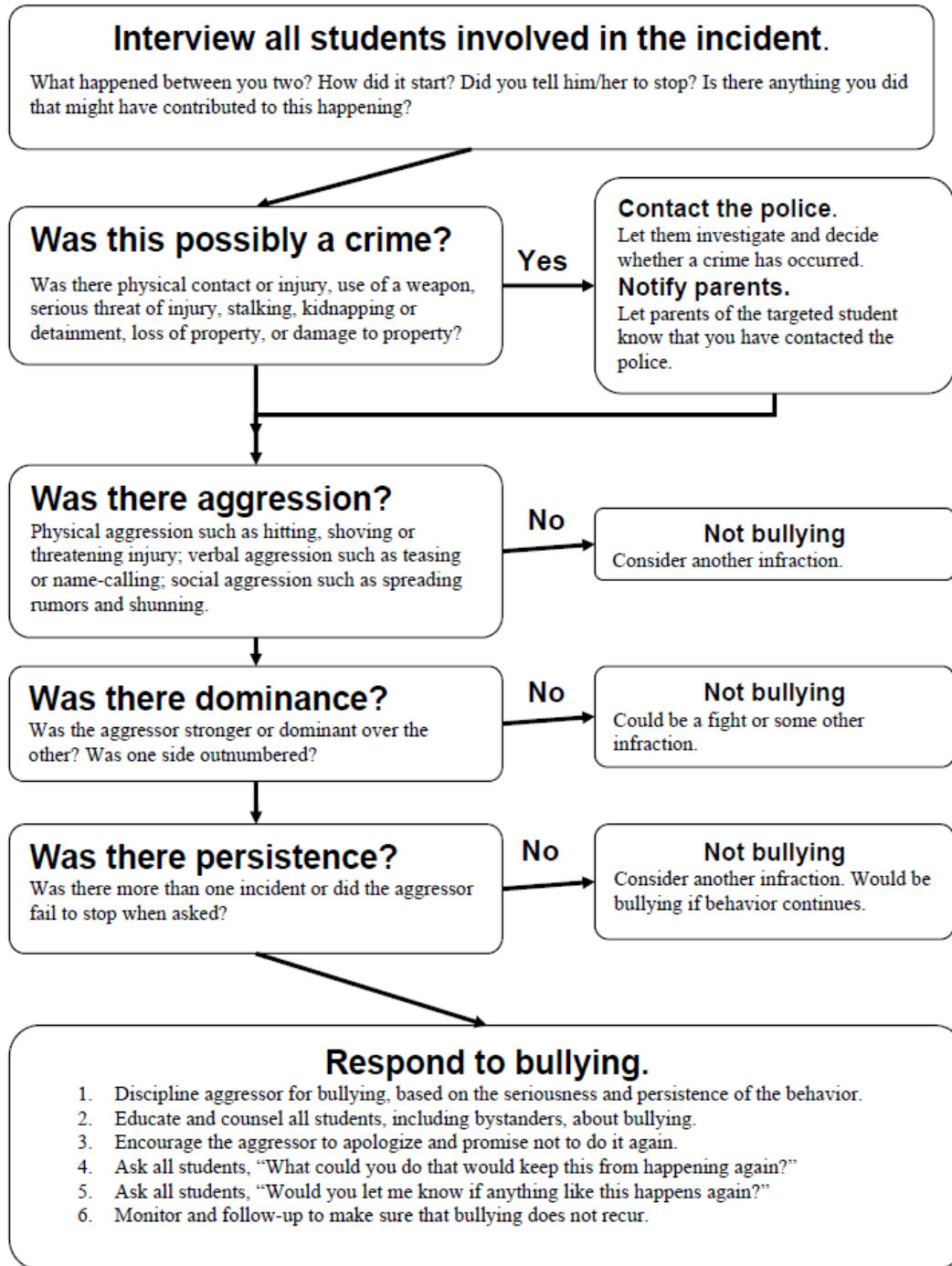Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized.

B. Bullying Definition

Bullying means any severe or pervasive physical or verbal act or conduct, including communication in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by the school.

Bullying also includes an act of cyber bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Bullying Assessment Flow Chart

Interview all students involved in the incident.

What happened between you two? How did it start? Did you tell him/her to stop? Is there anything you did that might have contributed to this happening?

Was this possibly a crime?

Was there physical contact or injury, use of a weapon, serious threat of injury, stalking, kidnapping or detainment, loss of property, or damage to property?

Yes →

Contact the police.
Let them investigate and decide whether a crime has occurred.
Notify parents.
Let parents of the targeted student know that you have contacted the police.

Was there aggression?
Physical aggression such as hitting, shoving or threatening injury; verbal aggression such as teasing or name-calling; social aggression such as spreading rumors and shunning.

No →

Not bullying
Consider another infraction.

Was there dominance?
Was the aggressor stronger or dominant over the other? Was one side outnumbered?

No →

Not bullying
Could be a fight or some other infraction.

Was there persistence?
Was there more than one incident or did the aggressor fail to stop when asked?

No →

Not bullying
Consider another infraction. Would be bullying if behavior continues.

Respond to bullying.
1. Discipline aggressor for bullying, based on the seriousness and persistence of the behavior.
2. Educate and counsel all students, including bystanders, about bullying.
3. Encourage the aggressor to apologize and promise not to do it again.
4. Ask all students, "What could you do that would keep this from happening again?"
5. Ask all students, "Would you let me know if anything like this happens again?"
6. Monitor and follow-up to make sure that bullying does not recur.

Bullying Assessment Inquiry
Reporting Student

Student:	Date of Birth:	Date of Inquiry:
Date of Incident:	ID#:	SPED:

1. What happened?

2. How did it start?

3. Did you tell them to stop?

4. Is there anything you did that might have contributed to this happening?

5. Is there anything else you would like to add?

Student Involved

Student:	Date of Birth:	Date of Interview:
Date of Incident:	ID#:	SPED:

1. What happened?

2. How did it start?

3. Were you asked to stop?

4. Is there anything you did that might have contributed to this happening?

5. Is there anything else you would like to add?

Incident Assessment

1. Was this possibly a crime? Was there physical contact or injury, use of a weapon, serious threat of injury, stalking, kidnapping or detainment, loss of property, or damage to property?   **YES** ☐   **NO** ☐
Rationale:

- **If YES, Contact Police.** Let the police investigate and decide whether a crime has occurred.
- **Notify Parents.** Let parents of the targeted student know that the police have been contacted

2. Was there aggression?   Physical aggression such as hitting, shoving or threatening injury; verbal aggression such as teasing or name-calling; social aggression such as spreading rumors and shunning.
                                       YES ☐   **NO** ☐
Rationale:

- **IF YES, SEE RESPONSE TO BULLYING.**
- **If No, Not bullying.** Consider another infraction

3. Was there dominance? Was the aggressor stronger or dominant over the other? Was one side outnumbered?
                                       YES ☐   **NO** ☐
Rationale:

- **IF YES, SEE RESPONSE TO BULLYING.**
- **If No, Not bullying.** Could be a fight or some other infraction

4. Was there persistence? Was there more than one incident or did the aggressor fail to stop when asked?
                                       YES ☐   **NO** ☐
Rationale:

- **IF YES, SEE RESPONSE TO BULLYING.**
- **If No, Not bullying.** Consider another infraction. Would be bullying if behavior continues.

Bullying Assessment Report

Today's Date:

Student:	Birthdate:	Grade:
Parents:	Date of Initial Incident:	School:

Date Recorded in Discipline File:

ACTIONS TO BE TAKEN	Who will monitor?	When to be completed?
1.	1.	1.

Follow Up Date:

Team Members' Signature and Position:

Principal/Designee:	Parent (optional):
Associate Principal:	School Counselor:
Law Enforcement:	
School Psychologist:	

Student Involved

Student:	Date of Birth:	Date of Interview:
Date of Incident:	ID#:	SPED:

1. What happened?

2. How did it start?

3. Were you asked to stop? (If bystander, did you ask anyone to stop?)

4. Is there anything you did that might have contributed to this happening?

5. Is there anything else you would like to add?

*Use the above form for each student involved or a witness to the bullying.

Bullying/Harassment or Sexual Harassment Reporting Procedure
Revised 5-2020

	Policies regarding Bullying/ Harassment (BP 5131.2) and Sexual Harassment (BP 5145.7): **BP 5145.7**-The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation. **BP 5131.2**- Students may submit to a teacher or administrator a verbal or written report of conduct they consider to be bullying. Reports of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 (Sexual Harassment).
	School-Level Reporting Process/Grievance Procedure Reports of bullying/ harassment or sexual harassment prohibited by the district's Non-discrimination/Harassment policy - **shall be** handled in accordance with the following procedure:
24 hours	**1. Notice and Receipt of Report:** Any student who believes he/she has been subjected to bullying/ harassment or sexual harassment or who has witnessed bullying/ harassment or sexual harassment may file a report with any school employee. Within 24 hours of receiving a report, the school employee **shall report** the incident to the school site principal who will report to the district Title IX Coordinator. In addition, any school employee who observes any incident of bullying/ harassment or sexual harassment involving a student **shall,** within 24 hours, report this observation to the Administrator/Coordinator/Principal, whether or not the victim files a report. The site administrator will inquire into the incident(s) to determine if interim measures need to be taken to protect the parties involved

5 School days	**2. Initiation of Investigation:** The Administrator ***shall initiate*** an impartial investigation of an allegation of bullying/ harassment or sexual harassment as soon as possible and within **five school days** of receiving notice of the harassing behavior, regardless of whether a formal report has been filed. The district ***shall be considered to have "notice"*** of the <u>need for an investigation</u> upon receipt of information from a student who believes he/she has been subjected to bullying/harassment or sexual harassment, the student's parent/guardian, an employee who received a report from a student, or any employee or student who witnessed the behavior. If the Administrator/Coordinator/Principal receives an **anonymous** report or media report about alleged bullying/ harassment or sexual harassment, ***he/she shall determine whether it is reasonable to pursue an investigation*** considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged behavior.
	3. Initial Interview with Student: When a student or parent/guardian has **complained or provided information** about bullying/ harassment or sexual harassment, the Administrator, Coordinator/Principal shall describe the district's reporting, investigation, and follow-up procedures to the parents/guardians verbally or in writing (see attached form letter) unless the reporting party refuses. The reporting party shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence about the harassment, and put his/her report in writing. If the student requests **confidentiality**, he/she shall be informed that such a request may **limit the district's ability to investigate**. The investigator will ask open-ended, non-biased questions of all parties interviewed during the investigative process. The questions will answer the Who, What, When, Where, How and Why questions to help the investigator form a mental picture of the incident. (See attached worksheet). If visiting the location of the incident can help with the explanation of the incident without causing anxiety to the interviewee, it can be an option. Paper and pen/pencil will be made available to the reporting party, witnesses and responding party to facilitate the explanation of the incident. Picture or diagram drawing might be more effective than words for explaining the situation in which the incident occurred. The investigator will consistently use the

	terms "reporting" and "responding" party in reference to the individuals involved in the incident to reduce judgment.
	4. Investigation Process: The investigating Administrator and Coordinator/Principal **shall** keep the **report and allegation confidential**, not sharing information with any parties that are not directly associated with the incident or investigation, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)
	5. Interim Measures: The Coordinator/Principal **shall determine** whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher. The interim measures are temporary, just for the time of the investigation and determination of appropriate action. A timeline for follow-up with the reporting party will be kept to ensure that appropriate permanent solutions are determined.
	6. Optional Mediation: In cases of student-on-student harassment, when the reporting party and the responding party so agree, the Coordinator/Principal may arrange for them to resolve the report informally with the help of a counselor, teacher, administrator, or trained mediator. The reporting party shall never be asked to work out the problem directly with the responding party unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.
	7. Factors in Reaching a Determination: **Title IX definition of Sexual Harassment (2020)- Title IX defines sexual harassment as unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity and includes dating violence, stalking and domestic violence.** I**n reaching a decision about the determination of the report, the Administrator and Coordinator/Principal will take the following credibility factors into account:** a. Statements made by the persons identified above b. The details and consistency of each person's account

	c. Evidence of how the reporting party reacted to the incident d. Evidence of any past instances of harassment by the responding party e. Evidence of any past harassment reports that were found to be untrue **To judge the severity of the harassment, the Coordinator/Principal may take into consideration:** a. How the misconduct affected one or more students' education b. The type, frequency, and duration of the misconduct c. The identity, age, and sex of the responding and reporting parties and the relationship between them d. The number of persons engaged in the harassing conduct and at whom the harassment was directed e. The size of the school, location of the incidents, and context in which they occurred f. Other incidents at the school involving different students
30 Days	8. **Written Report on Findings and Follow-Up:** No more than **30 days** after receiving the report, the Administrator and/or Coordinator/Principal *shall* conclude the investigation and prepare a written report of his/her findings (see attached form letter). This timeline may be extended for good cause. If an extension is needed, the Coordinator/Principal shall notify the complainant and respondent and explain the reasons for the extension. The report *shall* include the decision and the **reasons for the decision (findings)** and shall **summarize the steps** taken during the investigation. If it is determined that harassment occurred, the report shall also **include any corrective actions** that have or will be taken to address the harassment and prevent any retaliation or further harassment. The reporting party letter will include any actions required of the responding party that directly affect the reporting party. This report *shall be* **presented to the reporting party, the responding party, the parents/guardians of minor reporting and responding parties and the Superintendent or designee.** In addition, the Coordinator/Principal *shall ensure* that the reporting party and his/her parent/guardian are informed of the procedures for reporting any subsequent problems (see BP 1312.3- Uniform Complaints) The Coordinator/Principal *shall make follow-up inquiries* to see if there have been any new incidents or retaliation and shall keep a record of this information.

Sexual Harassment Investgation Notes:

Who?

    Who is/are the reporting and responding parties?

    Who are the witnesses?

    Who have you told about the incident?

What happened?

    Elicit details so you have a clear picture of the incident, may include pictures or diagrams (have paper handy), or a visit to the location of the incident.

    What did you notice about the responding party?

When?

Where?

    Where on the body was touched?

    Describe the space in detail- open area, enclosed area, penned in, etc.

Why?

    Why does the reporting party think this incident occurred? Ask questions without making the party feel that the incident was in any way her/his fault.

How?

    How was the harassment/ battery/ assault carried out? What exact part of the body- the front of …, the side of my …, brushed, hit, leaned, etc.

    How do you know the responding party?

    How long have you known him/her?

    How do you feel about what happened?

    How did this incident effect you in terms of school?

Notice of Investigation To Reporting Party

Parent/ Guardian Name   Date

Address

This letter confirms, _____ (student) will be interviewed by_____ (administrator), at_____ High School on _____(day) at _____(time). _____(administrator)will be investigating his/her statements, as reported to school personnel, that he/she was _____(description of incident).   He/she may have a support person or advisor present when interviewed regarding these allegations and at any related meetings. The purpose of this

letter is to further explain various procedures involved when investigating allegations of _____ (specific incident).

Interim Measures

 Interim measures may be taken to protect _____ during the course of the investigation. If you feel such measures are necessary, please let us know immediately, and we will work with you to make appropriate arrangements. Similarly, if the District becomes aware of any information that would create the need for potential interim measures, it will contact you to discuss the issue further.

Investigation Process

The purpose of this investigation is to determine whether _____ (reporting party) has been _____(specific incident) by a fellow student in violation of District policies prohibiting _____ (specific incident). (See BP/AP 5145.7 and 5131.2). This investigation will be conducted in a timely, thorough, and impartial manner. _____ (administrator) intends to interview _____, the responding party(s) and relevant witnesses. Disclosure of facts and allegations to persons interviewed will be limited to what is reasonably necessary to complete a fair and thorough investigation.

_____ (administrator) will also review any documents and other information relevant to the allegations. If you have any materials that you believe may be relevant to this investigation, please submit those to the investigator during your upcoming interview (e.g. emails, texts, instant messages, photos, social media postings, notes, or other documents). _____ (administrator) will keep you informed of the progress of this investigation.

During the investigation, _____ (administrator) will assess the relevance, weight, and credibility of the information provided. Factual findings and a conclusion as to whether District policy has been violated will be based on a preponderance of the evidence standard (i.e. "it is more likely than not the allegation occurred or did not occur"). A completed investigation report will be forwarded to me for review. Both you and the respondent will receive a written Notice of Outcome, described below. If a finding is made that any students violated District policy, then the District will determine the appropriate disciplinary action for violation of those policies. If a finding is made that the responding party has not violated the District's policies, then the investigation will be closed. Regardless of the outcome of the investigation, the District will determine what corrective actions, if any, are needed to prevent or address any issues discovered during the investigation.

Notice of Outcome

After the investigation is completed and reviewed by the relevant District administrators, both you and the responding party will be informed in writing of the completion of the investigation, the factual findings regarding the alleged conduct, and the determination as to whether these individuals did or did not violate a District policy, as well as any proposed corrective plan as it relates to your student. You and any responding party will be advised of options for appeal. The District endeavors to complete the

investigation and Notice of Outcome within 60 calendar days of the time you reported the incident to the District.

Confidentiality

The complaint, investigation, and written investigation report will be kept as confidential as possible throughout the investigation process. To protect the integrity of the investigation, we ask that you do not discuss the allegations, the investigation process, or the subject matter of the report with potential witnesses or the responding party. You may, however, discuss the allegations or investigation process with your family or other advisors of your choice.

No Retaliation Policy

District policy prohibits retaliation against any person for bringing forth an allegation, responding to an allegation, or participating in any manner in the investigation or resolution of a complaint. Retaliation includes threats, intimidation, reprisals, and/or adverse action related to education or employment. If you believe you have been retaliated against, please contact this office immediately.

We appreciate you bringing this matter to our attention. If you have any questions during the course of the investigation, please do not hesitate to contact me at _____ (admin contact info)

Signature

Notice of Investigation to Responding Party

Parent/ Guardian Name   Date
Address

Re: Notice of Investigation To Responding Party

This letter confirms, _____ (student) will be interviewed by_____ (administrator), at_____ High School on _____(day) at _____(time). _____(administrator)will be investigating a report that _____(name) _____(description of incident).   He/she may have a support person or advisor present when interviewed regarding these allegations and at any related meetings. The purpose of this letter is to further explain various procedures involved when investigating allegations of _____ (specific incident).

Interim Measures

Interim measures may be taken to protect the reporting party and responding party during the course of the investigation. If such measures are necessary, we will work with you to make appropriate arrangements. Similarly, if the District becomes aware of any information that would create the need for potential interim measures, it will contact you to discuss the issue further.

Investigation Process

The purpose of this investigation is to determine whether _____ (responding party) has violated BP/AP 5145.7 or 5131.2 by _____ (specific incident). This investigation will be conducted in a timely, thorough, and impartial manner. _____ (administrator) intends to interview the reporting party, _____ (responding party), and relevant witnesses.   Disclosure of facts and allegations to persons interviewed will be limited to what is reasonably necessary to complete a fair and thorough investigation.

_____ (administrator) will also review any documents and other information relevant to the allegations. If you have any materials that you believe may be relevant to this investigation, please submit those to the investigator during your upcoming interview (e.g. emails, texts, instant messages, photos, social media postings, notes, or other documents). _____ (administrator) will keep you informed of the progress of this investigation.

During the investigation, _____ (administrator) will assess the relevance, weight, and credibility of the information provided. Factual findings and a conclusion as to whether District policy has been violated will be based on a preponderance of the evidence standard (i.e. "it is more likely than not the allegation occurred or did not occur"). A completed investigation report will be forwarded to me for review. Both you and the respondent will receive a written Notice of Outcome, described below. If a finding is made that any students violated District policy, then the District will determine the appropriate disciplinary action for violation of those policies. If a finding is made that the responding party has not violated the District's policies, then the investigation will be closed. Regardless of the outcome of the investigation, the District will determine what corrective actions, if any, are needed to prevent or address any issues discovered during the investigation.

Notice of Outcome

After the investigation is completed and reviewed by the relevant District administrators, both you and the reporting party will be informed in writing of the completion of the investigation, the factual findings regarding the alleged conduct, and the determination as to whether individuals did or did not violate a District policy, as well as any proposed corrective plan as it relates to your student. You will be advised of options for appeal. The District endeavors to complete the investigation and Notice of Outcome within 60 calendar days of the time the incident was reported to the District.

Confidentiality

The report, investigation, and written investigation report will be kept as confidential as possible throughout the investigation process. To protect the integrity of the investigation, we ask that you do not discuss the allegations, the investigation process, or the subject matter of the complaint with

potential witnesses or the reporting party. You may, however, discuss the allegations or investigation process with other advisors of your choice.

No Retaliation Policy

District policy prohibits retaliation against any person for bringing forth an allegation, responding to an allegation, or participating in any manner in the investigation or resolution of a complaint. Retaliation includes threats, intimidation, reprisals, and/or adverse action related to education or employment. If you believe you have been retaliated against, please contact this office immediately.

We appreciate you bringing this matter to our attention. If you have any questions during the course of the investigation, please do not hesitate to contact me at _____ (admin contact info)

Signature

Parent Name   Date
Address

RE: Notification of Determination regarding Report

On May 15, 2018, the Merced Union High School District received a report against you from _____ (reporting party) alleging that you _____ (description of incident) at _____High School .

The Report was investigated pursuant to Board Policy ("BP") and Administrative Regulation ("AR") 1312.3 – Uniform Complaint Procedures, and BP and AR 5145.7 (sexual harassment) and 5131.2 (bullying)

INVESTIGATION PROCESS:

School and district administration made factual findings as to whether you violated the District's professional standards for certificated employees and whether your actions violated the District's policies against sexual harassment by creating an intimidating, hostile, or offensive educational environment for the Complainant.

FINDINGS OF FACT:

Allegation One:

Finding: Proven

Allegation Two:

Finding: Not proven

The District found insufficient evidence to support this allegation. The Complainant was unable to provide specific information as to when such behavior occurred, and the District has not received reports from any other students alleging such behavior on your part.

PROHIBITION OF RETALIATION:

The District does not tolerate retaliation against any person who files a report, an appeal, or was otherwise involved in an investigation of a report. If you have any questions about this letter, you may contact my office.

NO SEXUAL HARASSMENT

Mr./Ms   Date
Parent of
Address

Title IX definition of sexual harassment (2020) "Sexual harassment is unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity and includes dating violence, stalking and domestic violence.

After conducting the interview with your son/ daughter_____and witnesses, it was determined that the incident reported to and investigated by administrators of _____High School did not meet the criteria for sexual harassment under Title IX.

I appreciate the time you and your daughter/son took to share the report and though any disciplinary action toward personnel is confidential, I assure you that the issue will be dealt with appropriately.

Merced Union High School District Title IX Coordinator: Mandy Ballenger, Director of Human Resources can be contacted at mballenger@muhsd.org or 209-325-2011 if you need information or further assistance.

Sincerely,

MUHSD Youth Suicide Prevention Policy 5141.52

The Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop preventive strategies and intervention procedures.

The Superintendent or designee may involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention.

Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction shall be incorporated into the health education curriculum in the secondary grades. Such instruction shall be aligned with state content standards and shall be designed to help students analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies.

The Superintendent or designee may offer parents/guardians education or information, which describes the severity of the youth suicide problem, the district's suicide prevention curriculum, risk factors and warning signs of suicide, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.

Staff Development

Suicide prevention training for staff shall be designed to help staff identify and respond to students at risk of suicide. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or

violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.

2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior
3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
4. School and community resources and services
5. District procedures for intervening when a student attempts, threatens, or discloses the desire to commit suicide

Intervention

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the principal or school counselor. The principal or counselor shall then notify the student's parents/guardians as soon as possible and may refer the student to mental health resources in the school or community.

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall complete the suicide prevention curriculum, including identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

The Superintendent or designee shall establish crisis intervention procedures to ensure student safety and appropriate communications in the event that a suicide occurs or an attempt is made on campus or at a school-sponsored activity.

Management Resources:

<u>*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*</u>

<u>*Health Education Content Standards for California Public Schools, Kindergarten Through*</u>
  <u>*Grade Twelve*</u>*, 2008*

<u>*Youth Suicide-Prevention Guidelines for California Schools*</u>*, 2005*

<u>*Health Framework for California Public Schools, Kindergarten Through Grade Twelve*</u>*, 2003*

<u>*CALIFORNIA DEPARTMENT OF MENTAL HEALTH PUBLICATIONS*</u>

<u>*California Strategic Plan for Suicide Prevention: Every Californian is Part of the Solution*</u>*, 2008*

<u>*CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS*</u>

<u>*School Connectedness: Strategies for Increasing Protective Factors Among Youth*</u>*, 2009*

Management Resources Continued:

<u>*U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS*</u>

<u>*National Strategy for Suicide Prevention: Goals and Objectives for Action*</u>*, 2001*

<u>*WEB SITES*</u>

American Psychological Association: http://www.apa.org

California Department of Education, Mental Health: http://www.cde.ca.gov/ls/cg/mh

California Department of Mental Health, Children and Youth Programs:
  http://www.dmh.ca.gov/Services_and_Programs/Children_and_Youth

Centers for Disease Control and Prevention, Mental Health: http://www.cdc.gov/mentalhealth

National Institute for Mental Health: http://www.nimh.nih.gov

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services
  Administration: http://www.samhsa.gov

Chapter 3

Policy and Procedures for a Positive Safe School Climate

MUHSD promotes and preserves school safety by working with our community stakeholders, parents, students and school staff to build a positive safe school climate. The District has interventions and preventative approaches to school safety and student discipline, reserving suspension and expulsion for only the most serious offenses that endanger students or staff. Communication among all stakeholders support Nurses, Psychologist, Behavioral Health Counselors, Counselors and School Resource Officers on all school campuses. MUHSD recognizes that good physical and mental health is critical to a student's ability to learn and believes that all students should have access to comprehensive health and social services.

A. Guidelines, Roles and Responsibilities of School Nurses, Counselors, Psychologist, Student Support Managers and School Resource Officers.

According to the U.S. Department of Health and Human Services, one in five children and adolescents experience a mental health problem during their school years. MUHSD understands that students who receive personal, social and emotional guidance achieve better academically have improved behavior in the classroom, a sense of connectedness and well-being improves as well.

1. School Nursing is a specialized practice of professional nursing that advance the well-being, academic success, and life-long achievement of students.
   a. Provide direct health care to students.
   b. Promotes good school attendance for students.
   c. Provide screening and referral for health conditions such as vision and hearing.
   d. Enable students with chronic health conditions to attend school
   e. Promote a healthy school environment.
   f. First responders to critical incidents on school property.
   g. Serves as a liaison between school personnel, family, community, and health care providers.
   h. Serves in a leadership role for health policies and programs.
   i. Participates in Section 504 Plan, Individual Education Program team meetings, student study team meetings and other related school site meetings.
   j. Plans with school administration on the implementation of State mandated immunizations.

2. School Psychologists provide psychological services to pupils for the purpose of providing a positive learning atmosphere, promotes better pupil adjustment and

promotes the full utilization of District and community educational opportunities. Also assists in supervising all response to intervention programs including but not limited to special education under the direction of the Director of Student Support Services.

   a. Assesses all students referred for special education considerations and interprets all results to parents, teachers and administrators as needed.
        i. Evaluates strengths and weaknesses of student and recommends means of dealing with them in a particular school setting.
        ii. Provides direct guidance and assistance to students with learning, behavioral, emotional and adjustment problems.
   b. Makes recommendations in cases of exemption, non-promotion, acceleration, class assignment change and other cases upon request.
   c. Assists teachers in the development of effective individual educational plans for students.
   d. Works with teachers to define and improve special education curriculum to meet the needs of special education students.
   e. Performs crisis counseling as necessary.
   f. Represents the District at special education meetings.
   g. Conducts or participates in site committee meetings, student study teams, Section 504 Plan, Individual Education Program team meetings, threat assessment team and meetings as needed by the special education department or other related meetings within the school.
   h. Assists with the implementation of district policies and procedures related to the three-tier Response to Intervention and Instruction (RtI2) framework as a method of identifying students for strategic and intensive interventions. Provides resources and training in RtI2.

3. School Counselors help all students in the areas of academic achievement, career and social/emotional development, ensuring today's students become productive, career oriented, well-adjusted adults.

   a. Meets with students and parents to discuss and develop an academic program for the student.
   b. Holds conferences with students who exhibit academic, social and/or emotional problems, which adversely affect educational development.
   c. Investigates attendance patterns of students and recommends corrective action.
   d. Discusses college application and scholarship information with students, parents and appropriate staff.
   e. Collaborates with other certified personnel and community agencies in an attempt to resolve problems of students.

4. Student Support Managers assess and define problems students may be experiencing with school attendance, family interactions, social problems and school-community

relations which interfere with the student's ability and potential to obtain a satisfactory education.

   a. Conducts individual, group and family counseling sessions with identified students, as time permits.
   b. Provides assessments for students who have been referred through the special education process and communicates the results.
   c. Provides Educationally Related Mental Health Services (ERMHS) to students with an Individual Education Program.
   d. Works with parents and families to develop realistic plans and appropriate strategies to address the specific needs.
   e. Consults and collaborates with school personnel to promote a school environment responsive to the needs of children and as appropriate, communicate plans regarding the student's treatment issues.
   f. Advises students and families on available community resources, makes appropriate referrals as needed, and assists families in accessing services when appropriate.

5. School Resource Officers (SRO's) are staffed at all school sites and have been hired through our local police departments. SRO's act swiftly and cooperatively when responding to major disruptions and flagrant criminal offenses at school sites and activities. Most importantly is the positive relationship our SRO's develop with staff and students. They are part of the school community and they have a profound effect on many of our staff and students.

   a. Our SRO's act as a liaison for the school, police, probation and the community to keep all informed of activities of others who may be at risk or inclined to cause problems or commit crimes.
   b. The SRO's serve as a resource for our school sites by providing safety programs, special drug education classes, knowledge in responding to "active threats", and gang awareness and prevention programs.
   c. SRO's help school staff in lessening campus tension and provide assistance to administration when needed.
   d. SRO's act swiftly and cooperatively when responding to disruptions and criminal offenses at school, on school grounds or school activities.
   e. Provides a safe, healthy and secure environment on campus and in the immediate proximity of the campus.
   f. Establishes genuine rapport between students, staff and parents.
   g. Provides and participates in the development of the Safe School Plan and crisis preparedness guidelines for the school campus and district.

B. California Healthy Kids Survey

MUHSD monitors the climate of our campuses by surveying our students, staff and parents using the California Healthy Kids Survey (CHKS). The CHKS is a comprehensive, youth risk behavior and resilience data collection service. All survey responses are confidential. The CHKS addresses illegal substance abuse, school safety, harassment, violence, nutrition, health, sexual behavior, suicide, gang involvement, school connectedness, and truancy. The results of this survey can be found on our Districts web site http://www.muhsd.org/ under LCAP Goal #3.

C. Statement of Rules and Procedures On School Discipline

Education Code 44807:
"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

D. Notification to Students and Parents

Education Code 35291:
a. Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.

b. The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

Days of Home Suspension

Number of Days Home Suspended	AHS	BCHS	ECHS	GVHS	LHS	MHS	SHS	YHS	MUHSD
2007-08	1034	790		1727	296	1717		454	6018
2008-09	787	943		1728	477	1516	495	463	6409
2009-10	757	886		1386	281	1329	616	591	5846
2010-11	565	979		974	131	1028	730	661	5068
2011-12	449	716		1162	203	843	435	476	4284
2012-13	679	355		756	280	711	472	429	3682
2013-14	342	311	250	513	253	379	931	235	3214
2014-15	191	280	223	192	239	343	604	330	2402
2015-16	189	287	268	360	226	224	906	320	2780
2016-17	94	242	199	69	96	259	731	199	1889
2017-18	130	246	217	184	195	108	367	134	1581
2018-19	71	77	193	62	83	90	152	75	803
2019-20	39	39	43	26	19	80	109	56	411
2020-21	37	13	31	15	12	1	28	14	151

Fighting & Assault & Battery

Fighting & Assault & Battery	AHS	BCHS	ECHS	GVHS	LHS	MHS	SHS	YHS	MUHSD
2007-08	137	91		130	17	153		16	544
2008-09	55	67		127	23	126	6	4	408
2009-10	73	86		106	18	101	21	22	427
2010-11	52	64		90	15	86	25	9	41
2011-12	40	52		93	19	57	18	21	300
2012-13	69	28		55	18	115	15	11	311
2013-14	52	26	24	58	18	38	23	3	242
2014-15	18	20	12	21	18	44	20	13	166
2015-16	42	29	36	59	32	49	37	17	301
2016-17	17	27	42	52	14	37	42	15	246
2017-18	24	62	44	44	22	51	34	22	303
2018-19	50	89	42	63	24	79	52	31	430
2019-20	100	80	87	72	35	236	60	21	691
2020-21	24	19	38	44	14	28	30	8	205

Bullying & Threats

Bullying & Threatening	AHS	BCHS	ECHS	GVHS	LHS	MHS	SHS	YHS	MUHSD
2007-08	33	21		37	15	111		8	225
2008-09	66	29		76	48	227	26	12	484
2009-10	43	35		67	17	97	49	36	344
2010-11	25	71		35	52	98	83	15	379
2011-12	34	129		57	54	119	32	40	465
2012-13	22	43		56	28	82	25	25	281
2013-14	13	18	25	20	14	28	16	18	152
2014-15	13	27	31	15	24	30	12	35	187
2015-16	28	29	22	45	21	17	26	21	209
2016-17	38	36	24	37	26	64	31	5	261
2017-18	35	12	25	35	14	68	6	0	195
2018-19	23	23	30	44	11	71	10	5	217
2019-20	59	50	10	3	16	75	1	3	217
2020-21	34	2	7	4	26	54	2	5	134

Drugs & Alcohol

Drugs & Alcohol	AHS	BCHS	ECHS	GVHS	LHS	MHS	SHS	YHS	MUHSD
2007-08	25	36		51	16	62		15	205
2008-09	33	44		44	16	79	28	14	258
2009-10	22	42		36	12	70	52	25	259
2010-11	52	72		53	15	50	65	32	339
2011-12	35	55		80	17	91	33	55	366
2012-13	41	43		53	23	98	40	42	340
2013-14	40	33	21	38	23	47	82	40	324
2014-15	37	37	30	38	10	46	45	30	273
2015-16	34	57	23	40	11	62	70	33	330
2016-17	35	43	38	49	29	52	92	58	396
2017-18	41	38	51	48	44	22	44	21	309
2018-19	71	82	71	89	49	87	74	44	567
2019-20	182	133	138	59	65	132	96	67	872
2020-21	71	32	49	37	15	54	27	36	321

Dangerous Student Infractions

Dangerous Student Infractions	AHS	BCHS	ECHS	GVHS	LHS	MHS	SHS	YHS	MUHSD
2007-08	231	161		244	60	363		74	1133
2008-09	183	162		285	99	528	84	70	1411
2009-10	187	203		262	56	308	222	115	1353
2010-11	181	307		212	146	269	270	80	1465
2011-12	195	280		247	97	320	166	156	1461
2012-13	162	163		163	111	386	117	142	1244
2013-14	137	125	92	191	87	148	232	108	1120
2014-15	81	83	44	72	55	116	89	75	615
2015-16	133	144	101	211	72	137	218	102	1118
2016-17	104	128	160	201	70	193	263	94	1213
2017-18	130	145	165	188	98	184	141	58	1109
2018-19	175	197	147	201	86	245	155	88	1294
2019-20	356	282	252	141	125	433	151	94	1834
2020-21	24	23	38	44	14	28	30	8	209

Number of Expulsions

Number of Expulsions	AHS	BCHS	ECHS	GVHS	LHS	MHS	SHS	YHS	MUHSD
2007-08	5	5		13	0	14		7	44
2008-09	5	13		32	3	36	4	8	101
2009-10	18	34		28	3	25	8	10	126
2010-11	28	36		44	3	25	15	8	159
2011-12	15	33		40	4	24	12	14	142
2012-13	25	18		19	9	34	8	13	126
2013-14	18	15	10	11	9	12	12	20	107
2014-15	18	11	3	10	7	13	9	11	82
2015-16	9	15	6	7	5	11	20	21	94
2016-17	8	16	3	3	4	5	20	17	76
2017-18	10	5	9	10	11	12	15	13	85
2018-19	2	5	6	8	7	11	16	7	62
2019-20	6	5	10	13	6	6	13	6	65
2020-21	2	0	1	2	0	0	0	0	5

E. Staff Training

a. Personnel new to the district receive training on the district discipline policies as a routine part of their new teacher orientation held in August of each school year and receive a handbook with an outline of the procedure.

b. All personnel review the Suspension and Expulsion Policies annually at the annual orientation each August at the beginning of the new school year.

Dress Code

The Board of Education believes that:

- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
- An individual student's clothing/self-expression should not be regulated based upon another student or staff member's personal perspective or discomfort.
- Staff can focus on their jobs without the additional and often uncomfortable burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.

Rationale for Policy Revision

There are many purposes for policy governing student dress. The most important purposes include:

- Maintaining a safe learning environment in classes where protective or supportive clothing is needed.
- Allowing students to wear clothing of their choice that is comfortable.
- Allowing students to wear clothing that expresses their self-identified gender.
- Allowing students to wear religious attire without fear of discipline or discrimination.
- Preventing students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- Preventing students from wearing clothing with offensive images or language depicting or advocating violence or the use of alcohol or drugs.
- Ensuring that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

1. Basic Principles:

- All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.
- Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.
- The student dress code should serve to support all students to develop a body-positive self-image.
- Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque (not able to be seen through) fabric.

2. Students Must Wear:

- Top (with fabric in the front, back, and on the sides under the arms)

- Bottom
- Shoes
- Clothing that covers specific body parts (genitals, buttocks, breasts, and areolae/nipples) with opaque material

  *Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but it should not focus on covering students' bodies or promoting culturally-specific attire. Activity specific shoe requirements are permitted (Examples include but are not limited to physical education and shop class).

3. Students May Choose to Wear:

- Hats, including religious headwear (Hats must allow the face to be visible to staff and not interfere with the line of sight of any student). Staff may require students to remove hats, wave caps, hair nets, etc... when they are inside the classroom.
- Hoodie sweatshirts (over the head is allowed, but the face and ears must be visible to school staff). Staff may require students to remove hoodies when they are inside the classroom.
- Fitted pants, including opaque leggings, yoga pants, and "skinny jeans"
- Sweatpants, shorts, skirts, dresses, pants
- Shirts where the bottom hem of the top skims the waistband of the bottom when the student is in a normal standing position
- Pajamas
- Ripped jeans, as long as underwear or buttocks are not exposed
- Tank tops, including spaghetti straps, halter tops, and "tube" (strapless) tops
- Athletic attire
- Clothing with commercial or athletic logos provided they do not violate the guidelines in the 'CANNOT Wear' section below
- Sun-protective clothing, including but not limited to hats, for outdoor use during the school day (Education Code 35183.5)

4. Students CANNOT wear:

- Bare Midriffs
- Violent language or images
- Images or language depicting drugs, vaping, paraphernalia, or alcohol (or any illegal item or activity)
- Bullet proof vest, body armour, tactical gear, or facsimile.
- Hate speech, profanity, pornography
- When there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities, students may be prohibited from wearing certain colors of clothing. These gang incidents should be documented.
- Images and/or language that create a hostile or intimidating environment based on any protected class or consistently marginalized group

- Visible underwear or bathing suits of similar design - visible waistbands or straps on undergarments worn under other clothing are not a violation
- Helmets, hoods, or any other headgear that obscures the face (except as a religious observance)
- Accessories that could be considered dangerous or could be used as a weapon.

Administrators shall have the final discretion to determine the appropriateness of attire*

B. Staff Training
Personnel new to the district receive training on the district discipline policies as a routine part of their new-teacher orientation held in August of each school year and also receive a handbook with an outline of the procedure.

Suspension and Expulsion Policies

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion. To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144.1 - Discipline.

Grounds for suspension which fall under Education Code 48900

a. 1. Caused, attempted to cause, or threatened to cause physical injury to another person.
   2. Willfully used force or violence upon a person.
b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
d. Unlawfully offered, arranged, or negotiated to sell any controlled substance.
e. Committed or attempted to commit robbery or extortion.
f. Caused or attempted to cause damage to school property or private property.
g. Stolen or attempted to steal school or private property.
h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not

prohibit use or possession by a pupil of his or her own prescription products.

i. Committed an obscene act or engaged in habitual profanity or vulgarity.

j. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.

k. Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

l. Knowingly received stolen school property or private property.

m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Committed or attempted to commit sexual assault.

o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma

q. Engaged in, or attempted to engage in, hazing as defined in Section 32050.

r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

t. Aiding and abetting, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

48900.2 Committed sexual harassment

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

48900.4 Creating an intimidating or hostile educational environment.

48900.7 Threatened to commit a terroristic act against school officials or school property, or both.

A student may be suspended for committing an act that is related to school activity or school attendance within the school district or occurring within any other school district. School activity or attendance can include, but is not limited to [EC 48900(s)]

a. While on school grounds.

b. While going to or coming from school.

c. During the lunch period, whether on or off the campus.

d. During, or in route to and from, a school sponsored activity.

The principal or superintendent may recommend the expulsion of a student for committing one or more of the acts described in EC 48900(a)-(m), 48900.2, 48900.3,48900.4, and 4899.7 specifically, one of the following acts, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances due to alternative means of correction would address the conduct or finds an expulsion is inappropriate, due to the particular circumstance.

Expulsion Policies under Education Code 48915:

a. Causing serious physical injury to another person, except in self-defense.
b. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
c. Unlawful possession of any controlled substance, as defined under Ed. Code.
d. Robbery or extortion.
e. Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

Mandatory Recommendation for Expulsion

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

a. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
b. Brandishing a knife at another person.
c. Unlawfully selling a controlled substance as defined by Education Code.
d. Committing or attempting to commit a sexual assault as defined in the Education Code.

A. Staff Training

All new Administrators attend a District workshop that discusses and demonstrates correct procedures in how to conduct an investigation, processing a student suspension and expulsion. School Site Administrators review with all teachers during a staff meeting the discipline/suspension policies and procedures at the beginning of the school year. Personnel new to the district will receive training on the Suspension and Expulsion Policies as routine part of their new-teacher orientation held in August of each school year and also receive a handbook with an outline of the procedure.

Staff Notification of Dangerous Students

The Superintendent or designee shall inform the teacher of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, graffiti/vandalism, threats or Education Code 48900.2, 48900.3. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079). The information has to be shared in a confidential manner with teachers as appropriate.

A.   Staff Training

Personnel new to the district received Student Discipline training as a routine part of their new teacher orientation held in August of each school year and also received a handbook with an outline of the procedures.

Chapter 4

Routine and Emergency Disaster Procedures

Use of Facilities to Government Agencies, including the Red Cross

Per Board Policy 3516, the Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

All staff and students shall receive information about district and school site procedures to be followed in the event of an emergency. Procedures are regularly reviewed and practiced. Evacuation routes are posted in classrooms, multipurpose rooms, and other school facilities as appropriate.

Procedures for Safe Ingress and Egress

As students arrive on campus each morning, campus security officers and administrators are strategically placed on campus to monitor student behavior. When students are dismissed at the end of the day, campus security officers and administrators ensure students either travel to after school activities or leave campus in a safe and orderly manner.

Visitors: Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check-in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities.   Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Schools must include plans for:
• Identifying the population of people with disabilities
• Determining proper signage and equipment
• Training staff to assist individuals with disabilities
• Coordinating with emergency response personnel

   *Daily Ingress/Egress Routes on School Map is located in the Appendices

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location
> On Campus Evacuation School Map is located in the Appendices

Emergency Campus Evacuation
If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:
- ❏ Notify the Superintendent of the Campus Evacuation.
- ❏ Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- ❏ Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

In an Emergency Building Evacuation all employees will:

- ❏ Upon emergency alert, secure work area and depart/report to assigned area.
- ❏ Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- ❏ DO NOT re-enter the building without permission or request of emergency service authorities.
- ❏ Remain in the general assembly areas and calm students if not assigned another duty.
- ❏ When signaled to re-enter safe areas of the school, quickly do so.
- ❏ Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- ❏ Upon alert, assemble students for evacuation using designated routes and account for all students.
- ❏ Secure room.
- ❏ If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- ❏ Upon arrival at the assembly area, account for all students.
- ❏ Secure medical treatment for injured students.
- ❏ Report any students missing or left behind because of serious injuries.
- ❏ Stay with and calm students.
- ❏ If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- ❏ Check room and report anything amiss to the Team Leader and/or Operations Chief.
- ❏ Debrief students to calm fears about the evacuation.

Off-Campus Evacuation/Assembly Location

We have designated multiple sites depending on the location of the on campus threat. We will assemble on

Primary Off-Site Evacuation/Assembly Location

Organization	Merced Theater
Address	301 W. Main St.
Contact	Heather Holt
Phone Number	209-381-0500
Date of Agreement	10/24/16

Secondary Off-Site Evacuation/Assembly Location

Organization	Fire Station
Address	99 E. 16th S.
Contact	Billy Alcorn
Phone Number	209-385-6830
Date of Agreement	10/24/16

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site. Follow the "Shelter-in-Place" procedures.

C. Staff Training

All school personnel review the emergency procedures annually at the staff meeting each August at the beginning of the new school year.

Emergency Evacuation Routes

See School Map with Emergency Evacuation Routes and Off-Campus Evacuation Locations in the Appendices

Routine and Emergency Disaster Drills

<u>Earthquake Drills</u>

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
A drop procedure. As used in this article, "drop procedure" means an activity
whereby each student and staff member takes cover under a table or desk,
dropping to his or her knees, with the head protected by the arms, and the back
to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program
to ensure that the students and that both the certificated and classified staff are aware of,
and properly trained in the earthquake emergency procedure system.
(Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees
shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to   the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Predetermined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

- The Earthquake Alarm can be heard by all staff and students.

- Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:
    o DUCK, or DROP down on the floor.
    o Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
    o HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loudspeaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc, shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

5. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within **5** minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
5. Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Active Threat/Lockdown Drills

There are a number of steps that are recommended in the Active shooter Training in order to successfully conduct your drill. They involve:

1. Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:

a. Locking doors
b. Covering windows
c. Turning off lights
d. Building barricades
e. Reviewing classroom and all clear procedures
f. Reviewing off site evacuation locations.

2. Send a follow-up reminder memo to your staff

3. Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.

4. Conduct the assessment.

5. Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

Lockdown Checklist

The purpose of this checklist is to help observers and reviewers ensure that a Lockdown or Drill is effectively executed. This checklist is a guide planning and implementation of a Lockdown or Drill, but its purpose is to help evaluate the school's Lockdown and Drills. Keep in mind that each situation that requires a Lockdown is unique and requires adaptation as indicated.

ADMINISTRATIVE TASKS	TEACHER ACTIONS
☐ Principal or designee is notified to or decides to go to Lockdown	☐ Accept any students or recognized safe visitors from hallway
☐ ALL on campus are notified of lockdown (or drill) including location if possible	☐ Lock and secure room
☐ Principal or designee calls 911 and describes situation	☐ Instruct students to place phones in silent mode
☐ Principal or designee calls District Office	☐ Move students out of sight; close windows and drapes
☐ Office staff or designee posts Lockdown signs on inside of main door	☐ Turn off lights and most computer screens
☐ Staff Members clear hallways & open areas and direct students to closest safe classroom	☐ Keep students calm and quiet
☐ Exterior doors are locked	☐ Take attendance and account for all students
☐ Send messages to parents via parent notification system	☐ lf possible, notify office of missing students, additional students and visitors
☐ Record telephone answer message for parents who may call	☐ Provision is made for emergency restroom needs
☐ Make sure law enforcement has maps and access to all areas	☐ PE teachers in the gym, move students to predetermined "safe place"
☐ Remain in contact with law enforcement as needed	☐ Students at lunch should move into nearest classroom
	☐ Students and teachers outside on field should stop, drop and remain
	☐ Stay in a safe area until either an administrator or law enforcement officer unlocks the door

lf lockdown is identified as off campus, these modifications could be made:
- students can take time to return to their own classrooms
- students outdoors should all be moved indoors
- Doors should all be locked, lights out, and curtains drawn, but students can work silently at their desks
- A verbal **"AII Clear"** can be given when administration has been notified that the neighborhood situation is deemed safe

General
- Did all staff members (including custodian, maintenance workers, part-time and substitute teachers) know what to do?

- Did local law enforcement have maps and access to keys ahead of time?
- Did Visitors know where to go and what to do?
- How will cell phones be used - or not used?

The Basic Plan

The Basic Plan addresses the Merced Union High School Districts responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Merced Union High School Districts clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of Merced County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Objectives
- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.
- Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to

schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Teachers/Staff from Duties as Disaster Workers

Government Code, §3100 and MUHSD Board Policy 3516 and AR 4112.3 declares that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term public employee includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

This means that all school staff are considered disaster workers during a major emergency. School personnel assigned to school level Incident Command System positions and responsibilities will assume their posts as assigned by the site Incident Commander. Others will remain at a central staging location to await assignment as needed. **No District staff person will be released from their normal or emergency response duties without the expressed permission of the principal or designee as directed by the superintendent or a designee.** School principals will not allow such releases of their staff without first obtaining authorization from the superintendent or a designee.

Priority Release of Employees:
Staff members with special home conditions, such as infant children or invalid relatives, are invited to submit a written petition for "first opportunity" release after the crisis stages of an emergency. The administrator in charge will exercise this release at the earliest opportunity as follows:
• Those with dependents
• Those with no dependents
• Administrators

STUDENT EARLY DISMISSAL/SCHOOL CLOSURE

During school hours, all students are considered under the care and supervision of school staff. In all circumstances, and especially in the event of emergency incidents or circumstances, the safety of the students and the school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and school employees.

Thus, in the event of a major emergency incident or disaster during school hours, **school will not be dismissed without the expressed and clear authorization of the District Superintendent or a designee**, and children will remain under the supervision of school authorities. Students will only be released from school and District responsibility in strict accordance with the policies and procedures of the District's Early Release Policy as described below. Parents/guardians or designated emergency contacts who come to the school to pick up students must properly identify themselves in order for their children to be released.

A. Release of Students From School Site(s)

It is the policy of the MUHSD and this school to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely released. Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school.

In the event students are held at a school, they may be released only to the student's own parent(s) or a person authorized beforehand in writing by the parent. Emergency Procedure Cards shall be completed by parents and used for this purpose.

Following an emergency when parents are unable to come to school, staff should be prepared for parents to fax copies of a signed authorization to release their son/daughter to a friend who can come to the school. Parent signatures must be on the faxed authorizations and must be matched to the signature on the Emergency Procedure Cards prior to the student's release.

Parents or others must check with this school's Liaison Officer at the emergency Command Post prior to entering the school to pick up their children. Teachers will release students according to the procedure outlined under the Emergency Student Release Procedures described below.

MUHSD Board Policy 3516
The Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

California Civil Code, Chapter 9, Section 1799.102
It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency.   ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

California Education Code, Sections 35295-35297 Section 40041, 40042.
Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan
Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident

An *incident* is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated.   Incidents are usually of short duration, measured in hours or, at most, a few days.   Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term *emergency* is used in several ways.   It is a condition of disaster or of extreme peril to the safety of persons and property   In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:
- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and
jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area.   A disaster's effects last over a substantial period (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. More than ten severe earthquakes have affected the San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence.   All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have a high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even approximately an inch or two, could have catastrophic effects on the structure and its service lines.
The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Earthquake Size Descriptions		
Descriptive Title	**Richter Magnitude**	**Intensity Effects**
Minor Earthquake	**1 to 3.9**	Only observed instrumentally or felt only near the epicenter.
Small Earthquake	**4 to 5.9**	Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.
Moderate Earthquake	**6 to 6.9**	Moderate to severe earthquake range; fault rupture probable.
Major Earthquake	**7 to 7.9**	Landslides, liquefaction and ground failure triggered by shock waves.
Great Earthquake	**8 to 8+**	Damage extends over a broad area, depending on magnitude and other factors.

Earthquake Information for Merced, California

Merced, CA has a high earthquake risk, with a total of 56 earthquakes since 1931. The USGS database shows that there is a 47.10% chance of a major earthquake within 50km of Merced, CA within the next 50 years. The largest earthquake within 30 miles of Merced, CA was a 4.1 Magnitude in 1975.

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or to their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and

teachers. While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists.   Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies.   There is no clear time separation between response and recovery.   In fact, planning for recovery should be a part of the response phase.

Emergency Response Procedures

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY
Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING
ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for—but not limited to—the following emergencies:
a. Fire
b. Peacetime Bomb Threat
c. Chemical Accident
d. Explosion or Threat of an Explosion
e. Following an Earthquake
f.   Other similar occurrences that might make the building uninhabitable
g. At the onset of an Active shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:
a. Severe Windstorm (short warning)
b. Biological or Chemical Threat

c. Sniper Attack
d. Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:
a.   Inside school buildings
   • Immediately **TAKE COVER** under desks or tables and turn away
     from all windows
   • Remain in a sheltered position for at least 60 seconds silent and
     listening to/or for instructions

b.   Outside of School Buildings
   • Earthquake: move away from buildings
   • Take a protective position, if possible

c.   Explosion/Nuclear Attack:
   • Take protective position, **OR,**
   • Get behind any solid object (ditch, curb, tree, etc.); lie prone with
     head away from light or blast; cover head, face, and as much of the
     skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the join authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety. School sites should create a plan that includes procedures for the loading and unloading of pupil

passengers, how they will escort pupil passengers to a safe location, in the event District Transportation is used.

Action: **DIRECTED TRANSPORTATION** consists of loading students and staff
into school buses, cars and other means of transportation, and taking
them from a danger area to a designated safety area.

Action: **DIRECTED TRANSPORTATION** is considered appropriate only when
directed by the Superintendent or designee, Site Administrator, Police,
Fire, or OES. It may be appropriate for, but not limited to, movement
away from:

a. Fire
b. Chemical & Biological Gas Alert
c. Flood
d. Fallout Area
e. Blast Area
f. Chemical & Biological Gas Alert
g. Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: **GO HOM**E consists of:
a. Dismissal of all classes
b. Return of students to their homes by the most expeditious

Action: **GO HOME** is to be considered only if there is time for students to go
safely to their homes and if buses or other transportation are available for
students who live at a distance from the school. Notification of parents by
radio broadcast, local television, ALERT website, phone distribution lists,
or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: **CONVERT SCHOOL** to a Red Cross emergency facility will be initiated
by City officials.

Earthquake

DROP, COVER, and HOLD

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake.   Getting to the ground will prevent being thrown to the ground.

You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position.

You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake.   Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench.   If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands.   Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN.   Stay in the open. If the student is going to school, continue to the school.   If student is going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries.   Be aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Within A School Building:

In the event that a fire is detected within a school building, use the following procedures:

a. The Principal or Designee will:
• Order an evacuation if the fire alarm doesn't work
• Call 9-1-1
• Notify the superintendent

b. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

c. Teachers will close doors upon evacuating.

d. Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/ Administrator.

e. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

f. The Head Custodian or designee shall open necessary gates for firetruck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.

g. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School

The Principal or designee shall:

a. Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.

b. Notify the Fire Department by calling 911.

c. Notify the Superintendent's office.

d. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Power Outage / Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

• STAGE 1 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than the California Independent System operator (CAISO) Minimum Operating Reserves criteria.

• STAGE 2 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than five (5) percent.

• STAGE 3 EMERGENCY indicates that the operating reserves in the real time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 1480AM (KYOS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

❑ Update each student's emergency card.

❑ Determine availability of portable lighting at site, i.e. flashlights & batteries.

❑ Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?

❑ Clear away materials and boxes from hallways and pathways.

❑ Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.

❑ Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.

- ❑ Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.

- ❑ Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.

- ❑ Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

- ❑ Have flashlights & replacement batteries available for the restrooms and other locations with no windows.

- ❑ Ask your staff and students to have seasonal warm clothing available.

- ❑ Use surge protectors for all computer equipment, major appliances and electronic devices.
- ❑ If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to Pacific Bell (Telephone Company), phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.

- ❑ Use a buddy system when going to the restrooms.

- ❑ DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.

- ❑ DO NOT USE candles or gas lanterns.

- ❑ Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- ❑ Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Shelter-in-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, dangerous animals of a dangerous person in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN. Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

❑ **Advise students to cover their mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.**

❑ **A school official (or student if no official present) should close all vents and turn off ventilation systems**. *The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in*.

❑ **Turn off all motors and fans.** *Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.*

❑ Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Bomb Threat

Most likely, threats of a bomb or other explosive device will be made by telephone

THE PERSON RECEIVING THE BOMB THREAT WILL:

❑ Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

❑ Use the **"bomb threat procedure checklist"** form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

❑ The most important information is: **When will the bomb explode and where is the bomb located?**

❑ Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat procedure checklist" form (attached).

❑ Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

❑ Call 9-1-1. Give the following information:
   1. Your name
   2. Your call-back phone number
   3. Exact street location with the nearest cross street
   4. Nature of incident
   5. Number and location of people involved and/or injured
❑ Notify Superintendent's Office.

❑ Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.

❑ Implement a systematic inspection of the facilities to determine if everyone is out. Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.

❑ Maintain an open telephone line for communications.

❑ Secure all exits to prevent re-entry to buildings during the search period.

❑ Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.

❑ Re-occupy buildings only when proper authorities give clearance

See Appendices for Bomb Threat Procedures Checklist

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:
❑ Have the person(s) under suspicion kept under constant covert surveillance.

❑ Approach and greet the intruder in a polite and non-threatening manner.

❑ Identify yourself as a school official.

❑ Ask the intruder for identification.

❑ Ask them what their purpose is for being on campus.

❑ Advise intruder of the trespass laws.

❑ Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.

❑ If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

❑ If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at brunch or lunch time:
❑ Outdoor Supervisors should notify the office by radio and move all students into the cafeteria/gym/classrooms unless otherwise directed.

❑ Lock exit doors to the cafeteria/gym.

❑ Spread SHELTER IN PLACE or LOCKDOWN/Active shooter alarm throughout rest of school as appropriate.

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.

If the intruder speaks to you or to your students, then answer him or her**. Do not provoke him or her.** Do not try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access to a room, they should, depending on the situation, initiate Action **"TAKE COVER"** position or run in a zig-zag fashion to the staging areas and **STAY CALM**.

If and when possible, call Administration and/or 9-1-1.

Lockdown: Active shooter

An Active shooter/Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and respond to the situation based upon the Active shooter Training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active shooter response is a partnership with local law enforcement.

Immediate actions should include:
- ❏ Students and staff go into classrooms/buildings or run to off-site evacuation areas.
- ❏ LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.
- ❏ Notify administration
- ❏ Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.
- ❏ Administration notifies the Superintendent

Intermediate activities:
- ❏ Place a red card under the door/in a window if you have a serious injury
- ❏ Take roll
- ❏ Conduct anxiety-reducing activities

Evacuation:
- ❏ Prepare students and yourself for a quick evacuation

❑ Follow directions of law enforcement when they arrive

Poisoning, Chemical Spills, Hazardous Materials

POISONING:
If a student ingests a poisonous substance:

❑ Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
❑ Call parents.
❑ Notify the Health Services Office.

Following any emergency, notify the District Superintendents' Office CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

❑ Evacuate the immediate area of personnel
❑ Determine whether to initiate Shelter In Place Protocol
❑ Secure the area (block points of entry)
❑ Identify the chemical and follow the procedures for that particular chemical.
❑ Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

❑ **Call 9-1-1**
❑ Notify the District Office at 325-2021and Maintenance at 325-2300 with the following information:
   1. Date, time, and exact location of the release or threatened release
   2. Name and telephone number of person reporting
   3. Type of chemical involved and the estimated quantity
   4. Description of potential hazards presented by the spill
   5. Document time and date notification made
   6. Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
   7. Locate a fire extinguisher and have present, should the need arise
   8. Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!

If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Maintenance Office Director, Mark Gottschall at 325-2301. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

Lacquer Thinner,Paint Thinner, Gasoline Solvents, Paint Agricultural, Spray Motor Oil, Diesel Fuel, Stain, Kerosene, Anti-Freeze, Brake Fluid, Airborne Gases/Fumes

Always call for assistance and:

- ❏ Extinguish all ignition sources
- ❏ Shut off main emergency switch to fuel pump, if appropriate
- ❏ Move appropriate fire extinguishing equipment to area
- ❏ If possible, contain the spill to prevent further contamination
- ❏ Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the District Office Mark Gottschall at 325-2301.
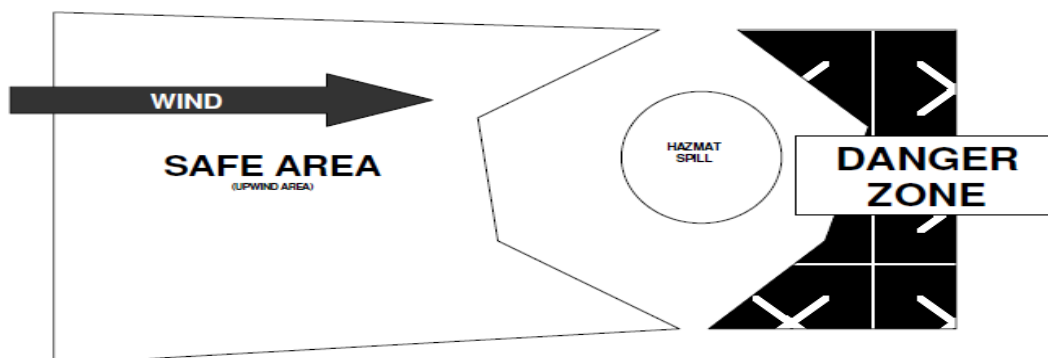
Staff and students will evacuate the area immediately, if appropriate. **Move uphill, upwind, upstream if possible.**

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- ❏ Shut off emergency switch
- ❏ Avoid skin contact
- ❏ Isolate the spill from people and vehicles by blocking all points of entry
- ❏ If the spill is unmanageable, call 9-1-1 to report the emergency and report:
    1. Date, time, and exact location of the release
    2. Name and telephone number of persons reporting the release
    3. The type of fuel spilled and the estimated quantity
    4. Description of potential hazards presented by the fuel spill
- ❏ Document the time and date notification was made and the information provided
- ❏ Stop and evaluate any hazards
- ❏ Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill   **IF IT CAN BE DONE SAFELY**
- ❏ Identify the source, estimated quantity spilled and stop further release(s)
- ❏ Take care of any injured
- ❏ Notify the District Office.

A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

❏ Gently tilt the head back and lift the chin to open the airway.

❏ Pinch the nose closed.

❏ Give two slow breaths into the mouth.

❏ Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.

❏ If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

❏ Apply direct pressure to the wound.

❏ Maintain the pressure until the bleeding stops.

❏ If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.

❏ If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

❏ Do whatever is necessary to keep the person's body temperature as close to normal as possible.

❏ Attempt to rule out a broken neck or back.

❏ If no back or neck injury is present, slightly elevate the person's legs.

Choking

❏ Stand behind the person.

❏ Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.

❏ Grasp your fist with your other hand, give an abdominal thrust.

❏ Repeat until the object comes out.

❏ If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (**S**imple **T**riage **A**nd **R**apid **T**reatment) Plan. In this plan,

patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities
Highest Priority - RED TAG
1. Airway and breathing difficulties
2. Uncontrolled or suspected severe bleeding
3. Severe head injuries
4. Severe medical problems
5. Open chest or abdominal wounds
6. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
1. Obviously mortal wounds where death appears reasonably certain
2. Obviously deceased
3. Cardiac arrest

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.
Initial contact

Initial Contact

❑ Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**

❑ Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

❑ If absent, open airway to see if breathing begins

❑ If not breathing, tag **BLACK** (dead) DO NOT PERFORM C P R

❑ If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)

❑ If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

❑ Use the capillary refill test to check radial (wrist) pulse

❑ If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**

- ❏ If capillary refill is less than 2 seconds, or radial pulse is present, go to the next step.
- ❏ Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- ❏ Use simple commands/tasks to assess
- ❏ If patient cannot follow simple commands, tag **RED**
- ❏ If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- ❏ This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- ❏ Determine what the problem is and **call 9-1-1** for local emergency services.
  Note: A casualty is a victim of an accident or disaster.
- ❏ Identify the problem and give the school address.
- ❏ Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- ❏ Determine if the problem will continue or if it is over.
- ❏ Notify Superintendent's Office.
- ❏ School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- ❏ Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- ❏ Keep calm, reassure students.
- ❏ Fire Department will notify appropriate agencies for additional help.
- ❏ Crisis Team will convene.
- ❏ Contact Superintendent to determine need to send students home

Mass Casualty
PATIENT TRACKING SHEET

Page_____

Paramedic Tag #	Victim Name	Student ID#	Time of Departure	Hospital

Signed _____

Date _____

Bio Terrorism

Anthrax Threat

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

- ✔ Excessive postage
- ✔ Handwritten or poorly typed addresses
- ✔ Incorrect titles
- ✔ Title, but no name
- ✔ Misspellings of common words
- ✔ Oily stains, discolorations or odors
- ✔ No return address
- ✔ Excessive weight
- ✔ Lopsided or uneven envelop
- ✔ Protruding wires or aluminum foil
- ✔ Excessive security material such as masking tape, string, etc.
- ✔ Visual distractions
- ✔ Ticking sound
- ✔ Marked with restrictive endorsements, such as "Personal" or "Confidential."
- ✔ Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax"

- ✔ Do not shake or empty the contents of any suspicious envelope or package.
- ✔ Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- ✔ If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- ✔ Then leave the room and close the door, or section off the area to prevent others from entering.

- ✔ Wash your hands with soap and water to prevent spreading any powder to your face.
- ✔ If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- ✔ List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

- ✔ Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- ✔ Leave the room and close the door or section off the area to prevent others from entering.
- ✔ Wash your hands with soap and water to prevent spreading any powder to your face.
- ✔ If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- ✔ Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- ✔ Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- ✔ If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems are contaminated, or warning that a biological agent is released in a public space.)

- ✔ Turn off local fans or ventilation units in the area.
- ✔ Leave the area immediately.
- ✔ Close the door or section off the area to prevent others from entering.
- ✔ **Move upwind, uphill, upstream.**
- ✔ If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

- ✔ Shut down air handling systems in the building if possible.
- ✔ If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics.Anthrax is not spread fro one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment.   If these small particles are inhaled, life threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases report in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

<u>Foodborne Botulism</u>

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speck, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalation Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of foodborne botulism, except that the gastrointestinal signs sometimes associated with foodborne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended that governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

Chapter 5

Incident Command System

Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities.

Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called *Management, Planning, Operations, Logistics,* and *Finance/Administration.*

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the *Incident Commander* or *School Commander.*

No one person should supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under *Operations*, however.

Common terminology:

All teachers and staff in the school should use the same words to refer to the same actions.   The terminology should be known *before* a disaster.   SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording.

Incident Command System Functions

This system provides for an effective and coordinated response to multi-agency and multijurisdictional emergencies, to include multi-disciplines and

1. Facilitates the flow of information within and between all levels of the system.

2. Facilitates interaction and coordination among all responding agencies.

3. Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.

4. Reduces the incidence of ineffective coordination and communications, and avoids duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

Primary Incident Command System Functions:

Incident/School Commander (The "leader"):
Typically the Site Principal or highest ranking administrator will be in charge until the Fire, Police Chief or Lead Emergency Responder Agency arrives depending on the nature of the critical incident and/or disaster. However, in an emergency situation any staff person can declare that they are in charge. Once the Lead Emergency Responder arrives, the site administrator should work in partnership with him or her. The Incident Commander makes decisions based on the information and suggestions from his/her Command and CrisisResponse Teams. The School Incident Commander should work with Superintendent Alan Peterson and/or Deputy Superintendent, Ralph Calderon*, with safety concerns, motivate responders, communicating* clear directions, size up the situation and make rapid decisions, assess the effectiveness of tactics/strategies, be flexible and modify plans as necessary. Assistant Superintendent Scott Weimer should be contacted if needing authority *to commit school resour*ces, additional district support to reunify parents/students, and needing transportation and maintenance support. The I.C. is the liaison to the District Office, Emergency Responders and Public Information Officer.

Command Center Staff:
- **Safety Officer** - This person will most likely be the School Resource Officer or any other law enforcement officer who monitors safety conditions and develops measures for assuring the safety of all response personnel. He/she advises the Incident Commander on issues regarding incident safety, but understands that safety is everyone's responsibility. This person works closely with responders to make sure they are as safe as possible under the circumstances. This person conducts risk-analyses and implements safety measures. The Safety Officer has the authority to stop any unsafe activity observed. In a complex incident, this person will need many assistants to act as "eyes and ears."

- **Public Information Officer** – Ralph Calderon is the MUHSD P.I.O. who serves as a conduit for information to internal and external stakeholders, including media and/or parents. The Public Information Officer reports directly to the Incident Commander and supplies verified information to the Communication Administrator. The P.I.O. is the primary contact for anyone who wants information about the incident and the agency/school's response to it. This person primarily deals with the media and communicates to the Communications Officer who will relay information to internal

audiences including staff, school and district personnel. They also establish the location where the media will receive updates and briefings. The P.I.O. should be able to maintain grace under fire.

- **Liaison Officer -** This person serves as the go-between during a critical incident. This person responds to requests from the I.C. in providing supplies needed for the Command Center including personnel for contacts among the assisting and cooperating agencies. This team member will also ensure that all aspects of the crisis is recorded, documenting the time events occurred in order to support the history of the event such as when outside response agencies arrive, when other support is requested and when law enforcement returns the campus to the school site. Keeps all unauthorized people away from the Command Center.

- **Staffing Officer –** This person has access to all staff names and private phone numbers (not for public release) to communicate in locating staff in tracking down who is not accountable. This person will keep track of all staff time and materials utilized in response to emergencies. The Staffing Officer will serve as the base station during a crisis response monitoring the two-way radio communication.

- **Nutritional Services –** Director of Nutritional Services, Erin Tassey may be contacted by Assistant Superintendent of Finance & Student Services, Scott Weimer, if food and/or water is requested by the Incident Command Center.

- **Transportation -** Director of Transportation, Michelle Stone, may be contacted by Assistant Superintendent of Finance & Student Services, Scott Weimer, if transportation is requested by the Incident Command Center.

- **Maintenance & Operations –** Director of Maintenance & Operations, Mark Gottschall, shall assist the Incident Command Center when the emergency involves hazardous materials, gas and electrical lines and/or damage to district facilities.

Crisis Response Team

The Crisis Response Team is responsible for coordinating all school operations in support of the emergency response and for implementing school action plans. The Crisis Response Team will manage a number of different tasks in the event of an emergency. In addition to specific duties delineated in this plan, these tasks will, in general, include, but are not limited to:

1. Respond to direction given from Command Center.
2. Request district and/or community assistance.
3. Coordinate communication with students, staff, parents, and district staff.
4. Discuss the needs of high-risk students and staff; plan for interventions.
5. Assist teachers who need help with students.
6. Staff a "safe room" for students if needed.

7. Staff a "safe room" for staff members as needed.
8. Decide if any athletic or other event should be cancelled.
9. Obtain pertinent information from the family of staff and students if needed.
10. Check in with one another for support.
11. All Crisis Response Team will assist the Student Release Administrator in reunifying students and staff with family.
12. Plan for debriefing meeting with staff.

   ❖ **Note: Not all members of the Crisis Response Team will be activated at every emergency. Decisions as to the extent of the response and staff activation will be made by the Incident Commander at the initiation of the response.**

- **Communications Administrator–** This administrator will assist in communicating with families by using the school dialer and email to keep parents informed. Can effectively address parents and ensures announcements and other pertinent information is translated into other languages as needed. This position communicates information from the Public Information Officer to parents, staff and students as allowed. They must be able to know how to use the dialer to send out mass information to staff and parents/guardians. *Should be skilled in the use of surveillance systems to help assist with school site cameras. They will notify the Command Center as to any new incidents or developing situations as viewed by site cameras.* When the crisis is over they will begin collecting witness statements of staff and students if needed. They should arrange for an area where statements can be written without being influenced by their surroundings.
- **Bi-Lingual Communications Assistant(s) –** Needs to assist the Communication Administrator in speaking and writing to non-English speaking families.

- **Student Release Administrator-** This administrator will ensure student data is kept and updated on several flash drives and stored in the Principal's Office. They will be the lead Administrator in the reunification process. Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. This administrator is responsible for setting up a secure reunion area(s), keeping track of authorized releases, completing release logs, and documenting any staff or students taken by ambulance and coordinating with the other Crisis Response Team Administrators and the Public Information Officer. Verify that the adult completing student release form is on student's emergency contacts and retain form for record. The Student Release team should consider the following when developing course of action:
    o How to inform families and guardians about the reunification process in advance, and how to clearly describe their roles and responsibilities in reunification
    o How to verify that an adult is authorized to take custody of a student
    o How to ensure students do not leave on their own
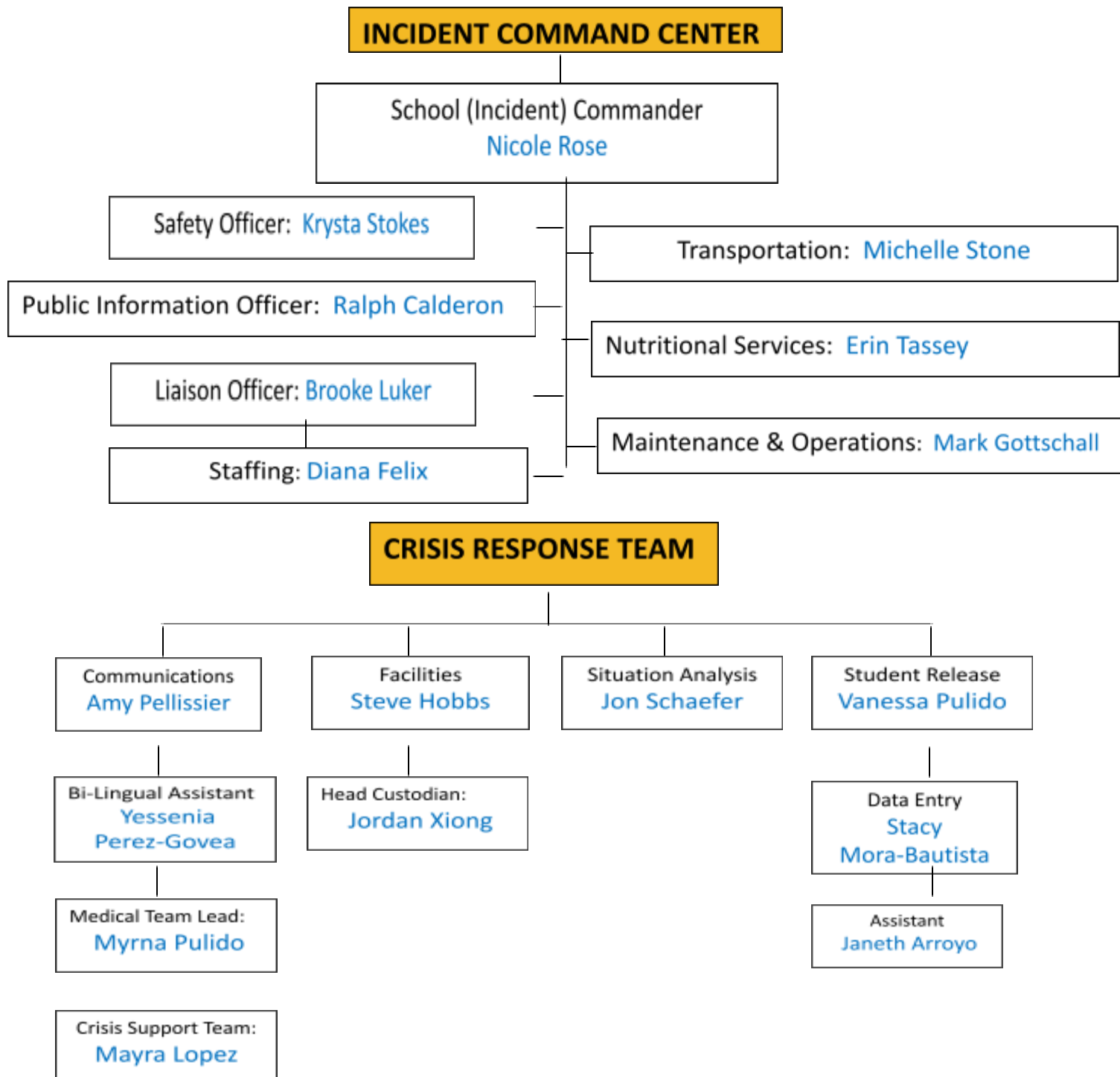   o How to protect the privacy of students and parents from the media

- o How to reduce confusion during the reunification process
- o How to effectively address language access barriers faced by students, staff, parents, and guardians
- o Consider the staging area of buses for easy loading and departure if possible. Ensure buses are in place before notifying students, parents/guardians and media.
- o If students need to board buses to be taken to a reunification site, the Administrator should assign a staff member with a clipboard and create a list of students transported on the bus and the bus number.

- **Student Release Assistant** – Assists the Student Release Administrator in preparing for the reunification site to secure a location, ensure all technology and materials are ready to support the Administrator and collects all final documentation.

- **Data Entry** – Will ensure student data information is kept current on flash drives and store them in the Principal's office.

- **Facility/Security Response Administrator** – This administrator has *deep knowledge of both school and a district emergency resource, especially as it pertains to school personnel and facilities.* S/he responsible for locating all utilities and turning them off if necessary, assessing and notifying officials of hazardous materials. S/he will record assessment of facilities and hazardous materials on a site map and keep track of the weather if it will have an impact on the crisis. In the event of an emergency such as a gas leak or a hazardous materials spill, the Administrator will immediately notify the Incident Commander if an area is deemed unsafe and will call for an evacuation in place as appropriate. This Administrator is also in charge of securing perimeter control if needed. This position will also direct campus liaisons (when safe) to set-up a perimeter, when needed to secure an area or while students are being released. They also are able to provide maps and floor plans if needed. This administrator will work closely with the Chief Custodian and Campus Liaisons.

- **Head Custodian** – Will work directly with the Facility/Security Response Administrator. This person will have access to all school keys. S/he will be able to locate and turn off all utilities as necessary and has knowledge of all hazardous material on campus and their location. Will survey and report any damage to facilities to the Administrator and assist in securing buildings.

- **Medical** – This team will notify the Administration or Law Enforcement of their location and will report to a determined area by the I.C. when safe to do so. They will obtain a list of students and their location that require medications during the day or other medical

needs during a lockdown. They may also need to set up a first aid area for staff and students to treat minor injuries, and complete a master injury report to provide to the Communication Administrator. This team is led by the School Nurse who works with the Health Clerk or any staff with a first aid background such as PE Teachers, Athletic Trainers and Coaches. Team should keep track of all staff and students given first aid. If possible they should ensure that the student's emergency medical card accompanies the student to the hospital if not released to the parent.

- **Crisis Support -** The Crisis Support Team should be led by the School Psychologist using the Student Support Manager and School Counselors to assist students and school personnel who are unable to cope with the fears and psychological trauma associated with the emergencies and disasters. This team needs to assess the need for on-site mental health support, determine the need for assistance from other school sites or outside agency assistance, provide on-site intervention/counseling and monitor the well-being of school emergency teams, staff, students and parents.   The Student Support Manager should contact the Director of Student Support, Cristi Hinds, if there is a need for additional District School Psychologists, School Counselors. If further support is needed The Student Support Manager should contact Merced County's Human Services Agency.

- **Situation Analysis** - This Administrator is responsible for maintaining documentation and evaluating incoming information to aid in decision making. They will record the chronology of incident events for legal, analytical, fiscal, and historical purposes for the Crisis Response Center. In a school incident, s/he helps ensure responders have accurate information, such as the number of students remaining in the building.

- **ALL Other School Personnel –** *Government Code, §3100* declares that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. This means that all school staff are considered disaster workers during a major emergency. The Crisis Response Team may need to direct some or all staff to assist as needed. **No District staff person will be released from his or her emergency response duties without the expressed permission of the principal or designee as directed by the superintendent or a designee.**
  - **Classroom Teachers –** will create a list of all students and staff in their room or missing during a lockdown and document any known injuries. Will email the Staffing Officer who is located in the Command Center and when safe to do so will escort students to the Student Release Officer at the Reunification Site. If not currently assigned to any students, report to the Student Release Administrator to assist.
  - **Other Site Staff –** During an emergency will assist teachers with attendance, supervising student groups or assist administration with specific tasks.

Routine use of Incident Command System (ICS) facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

East Campus Educational Center

INCIDENT COMMAND CENTER

School (Incident) Commander
Nicole Rose

Safety Officer: Krysta Stokes

Public Information Officer: Ralph Calderon

Liaison Officer: Brooke Luker

Staffing: Diana Felix

Transportation: Michelle Stone

Nutritional Services: Erin Tassey

Maintenance & Operations: Mark Gottschall

CRISIS RESPONSE TEAM

Communications
Amy Pellissier

Facilities
Steve Hobbs

Situation Analysis
Jon Schaefer

Student Release
Vanessa Pulido

Bi-Lingual Assistant
Yessenia
Perez-Govea

Head Custodian:
Jordan Xiong

Data Entry
Stacy
Mora-Bautista

Medical Team Lead:
Myrna Pulido

Assistant
Janeth Arroyo

Crisis Support Team:
Mayra Lopez

Incident
Staging Areas

Command Posts

Primary: Merced Theater

Secondary: Fire Station 99 E.16th St.

Mass Care Centers

Primary: Merced Theater

Secondary: Fire Station 99 E.16th St.

Evacuation/Reunification Sites

On Campus: Football Field

Off Campus: Merced Theater and Fire Station 99 E.16th St.

District Emergency Directory
Part A: District and Key Personnel Contact Information

Purpose and Scope	Alan Peterson, Superintendent	325-2020
The Merced Union High School District Safety Plan provides guidance and direction to Principals, faculty and staff who have emergency management responsibilities. The plan should be used during all emergency incidents involving a MUHSD School facility.	Leslie Rohrback, Executive Assistant to the Superintendent	325-2021
	Ralph Calderon, Deputy Superintendent, Human Resources & District Operations	325-2010
	Brooke Thompson, Administrative Assistant to the Deputy Superintendent of Human Resources	325-2011
	Scott Weimer, Assistant Superintendent, Business Services	325-2030
	Heidi Wilson, Administrative Assistant to the Assistant Superintendent of Business	325-2031
	Constantino Aguilar, Assistant Superintendent, Educational Services	325-2062
Key Emergency Contact	Lily Flores Administrative Assistant to the Assistant Superintendent of Educational Services	325-2061
After contacting 911, it is imperative during an emergency to contact Leslie Rohrback, the Executive Assistant to the Superintendent as quickly as possible. She will respond immediately to the emergency and alert the appropriate District personnel. If she is not available then you should contact, Brooke Thompson, Administrative Assistant to the Assistant Superintendent of Human Resources or Heidi Wilson, Administrative Assistant to the Assistant Superintendent of Business	Kelli Sharpe, Child Welfare Attendance & Safety	325-2110
	Cristi Johnson , Director of Student Support	325-2121
	Torrin Johnson, Director of Interventions	325-2053
	Mandy Ballenger,Director of Human Resources	325-2012
	Melissa Miller, Manager of Facilities	325-2243
	Mark Gottschall, Director of Maintenance & Operations	325-2301
	Erin Tassey, Director of Food Services	325-2213
	Sam Yniguez, MUHSD Communications	325-2046
	Jason Perez, Purchasing/Warehouse Supervisor	325-2203
	Derek Daley, Risk Manager	325-2044
	Michelle Williams, Director of Transportation	325-2351
	Bret Theodozio, Principal, Atwater High School	325-1202
	Jennifer Euker, Principal, Buhach Colony High School	325-1402
	Lee Shaw, Principal, El Capitan High School	384-5501
	Kevin Swartwood, Principal, Golden Valley High School	325-1802
	Charles Jolly, Principal, Livingston High School	398-3202
	Marcus Knott, Principal, Merced High School	325-1002
	Steve Hobbs Principal, Adult School	325-2802
	Amy Pellissier, Principal, Sequoia High School	325-1702
	Nicole Rose, Principal, Yosemite & Independence High	325-1602

	East Campus Educational Center (YHS, SHS, MAS) – Key Personnel	
	Nicole Rose, Amy Pellissier, Steve Hobbs, Principals	325-1602
	Brooke Luker, Associate Principal	325-1605
	Jon Schaefer, Associate Principal	325-1705
	Donna Hoffart, School Psychologist	325-1624
	Krysta Stokes, School Resource Officer	325-1645
	Jordan Xiong, Head Custodian	325-1696
	Grace Ojeda, CDC	325-1693
	Safe School Planning Committee Members	
	Jon Schaefer, Associate Principal	
	Richard Zamudio, Teacher	
	Krysta Stokes, School Resource Officer	
	Sakira Johnson, Parent	
	Lucas Szyndler, Student	
	Grace Ojeda, CDC	
	Ron Luker, Campus Liaison	
	Nicole Rose, YHS Principal	
	Amy Pellissier, SHS Principal	
	Steve Hobbs, MAS Principal	
	Jeff Hammar, CWA Liaison	
	Vanessa Pulido, Intervention Counselor	
	Brooke Luker, Associate Principal	
	Myrna Pulido, School Nurse	

Part B: Emergency Contact Information and Phone Numbers

When You Call 911 – it is sent directly to the CHP. Depending on the Emergency you may just want to call Fire, EMS or Police directly.	All Emergencies: Police, Fire, EMS	911
	Atwater	
	Atwater Fire Department	209-357-6352
	Atwater Police Department	209-357-6396
	Merced	
	Merced Fire Department (city)	209-385-6891
	Merced Fire Department (County)	209-722-1511
	Merced Police Department	209-385-6912
	Merced Sheriff Department	209-385-7444
	Livingston	
	Livingston Fire Department	209-394-7511
	Livingston Police Department	209-394-2211
	Utilities	
	Pacific Bell	611
	Pacific Gas and Electric	1-800-743-5000
	MID Power	209-722-3041 or 722-2899

	Emergency Services	
	American Red Cross	383-2150 (24 hours)
	County Office of Emergency Services (FEMA)	385-7548
	Federal Emergency Management Agency (FEMA)	1-800-525-0321
	Earthquake Safety Hotline	1-800-286-7233
	CalTrans Highway Information Network	1-800-427-7623
	Merced Community Action Network	723-4565
	Merced County Health Department	381-1010
	Merced County Mental Health	381-6800
	Merced County Victim-Witness/Family	385-7385
	Suicide Prevention	1-800-273-8255
	Federal Bureau of Investigation (FBI) Fresno	559-436-4474
	Federal Bureau of Investigation (FBI) Sacramento	916-481-9110
	National Response Center	1-800-424-8802
	Valley Crisis Center	722-4357
	Child Welfare Services	385-3104
	MCOE/CAE Phone Numbers	
	Superintendent	381-6601
	Executive Director – Business Services	381-6725
	Director of Transportation	381-4514
	Facilities Director	381-6612
	Warehouse	381-6615
	Radio Stations	
	AM-Station KYOS at 1480	384-8888
	FM-Station KUBB at 96.3	383-7900
	FM-Station KMPO at 88.7 – Spanish	(559) 455-5777
	FM-Station KABX at 97.5	384-3323
	FM-Station KHTN at 104.7	209-567-1047
	Television Stations	
	KFSN TV Channel 30	559-442-1170
	KGPE TV Channel 47	559-222-2411
	KMPH TV Channel 26	559-255-2600
	KSEE TV Channel 24	559-454-2424
	Newspaper	
	Merced Sun-Star	722-1511
	Modesto Bee	(209) 578-2000

Emergency Communications

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications should be conducted.

Emergencies within the school:

Internal communications will be via:

- ❑ MUHSD Website (www.muhsd.org)
- ❑ MUHSD Facebook Page
- ❑ MUHSD Twitter (@MercedUHSD)
- ❑ Emails.
- ❑ Parent Squared Messaging System
- ❑ Message runner.
- ❑ District telephone/emergency radio to administration offices.

External communications will be via:

- ❑ Alan Peterson, Superintendent or Ralph Calderon, Assistant Superintendent will release information to the news media and prepare necessary bulletins.

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

When Using the School Site Radio's

This section may be modified to suit your communications system operations.

- ❑ Set radio to Channel: 1 for YHS/IHS/MAS and 4 for SHS

- ❑ Firmly push down the button to transmit, wait several seconds, and then speak calmly and clearly into the mouthpiece.

- ❑ Identify yourself: "This is _ NAME _. ___POSITION___,

- ❑ Base will respond.

- ❑ Give message, after transmission is complete. Base will end with "Base Clear"

DO NOT interrupt when someone is transmitting exception for emergency information.

Briefings will be necessary in a continuing emergency, especially when school remains open.

❑ Use established communication lines to keep Staff, Students, Parents and essential communicators, as needed.

❑ Keep secretaries briefed on situation changes and what to tell people who phone the School.

❑ Hold briefings with Emergency Responders, District Personnel, Staff and other key communicators.

❑ Enact telephone tree in order to communicate updates.

❑ Prepare bulletins to distribute to District Personnel, Staff, Students, Parents and essential communicators, as needed.

Working with the News Media:

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

❑ Alan Peterson, Superintendent or Ralph Calderon, Deputy Superintendent will release information to the news media and prepare necessary bulletins.

❑ News media personnel are not to be on school grounds, except in designated areas.

❑ Staff is to report any news media personnel that appear elsewhere on campus.

Merced Union High School District Emergency Message Form

Date:	Priority (Circle One)		
	Emergency	**Urgent**	**Routine**
Time:	(Life Threatened)	(Property Threatened)	(All Others)

To	Name:	**From**	Name:
	Title		Title
	Location		Location

Check One ☐ Take Action   ☐ For Information   ☐ Other_____

Number   Description

VICTIMS

#_____   Fatalities

#_____Minor   Injuries, In need of First Aid Attention only

#_____Moderate   Injuries, transported by ambulance to Hospital. Burns, back injuries
with spinal cord damage.

#_____MajorInjuries, transported by ambulance to Hospital. Airway & breathing
difficulties, cardiac arrest, severe bleeding, open chest or abdominal
wounds, severe shock.

PROPERTY DAMAGES

Circle One

Minor   Dislodged overhead air duct terminals, light fixtures, suspended ceiling
grid, overhead mechanical systems & broken windows.

Moderate   Falling hazards present, hazard present (toxic/chemical spill, broken
gas line, fallen power lines)

Major   Building collapse, building leaning, major ground movement causing
large cracks in ground.

RESOURCES NEEDED

Check All That Apply

☐ Ambulance   ☐Fire Department   ☐P. G. & E.   ☒ Other _____

Additional Information:

Recovery

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by MUHSD or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, Merced County Mental Health and the agencies working under its umbrella are available to support schools.

Numerous agencies under the Merced County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

East Campus Educational Center
Safety Plan Annual Emergency Plan Checklist
2021 – 20212

This is a checklist to help organize and meet the site requirements mandated by the Emergency Preparedness Plan. The SRO and the Safety AP should complete form but it is highly recommended that the Principal assists with the assessment.

Access Control

		Yes	No
1	Facility perimeter and areas that require access control are well defined		
2	Facility limits building access points		
3	Designated access points are monitored to control access		
4	Signs direct visitors on where to go and where to sign in		
5	Exterior doors and delivery areas secured when not in use		
6	Visitors are required to check in upon and arrival and departure		
7	Visitors are provided with school issued identification when on school grounds		
8	Policies are in place for those with and without appointments or official school business		
	Comments:		

Security Equipment:

		Yes	No
1	Facility has security system installed (cameras, alarms)		
2	Video security systems are connected to the buildings emergency power		
3	Alarm system is connected to local law enforcement		
	Comments:		

Building Exterior:

		Yes	No
1	Bus loading/unloading zones and fire zones are clearly marked		
2	Facility designates areas for use of parking lots (staff lot/ student lot/ visitor lot)		
3	Appropriate perimeter barriers or gates are installed and secured when not in use		
4	Parking placards system in in place		
5	Perimeter barriers are clear and enable monitoring		
6	Windows are securely locked		
7	Facility has visual surveillance capability (designated with clear lines of sight)		
8	School grounds are adequately lit		
9	Vandalism/ graffiti is documented and removed		
10	Mechanical, electrical, and other equipment are secured to prevent unauthorized access		
11	Access to roof is restricted		

12	Speed limits are posted		
13	Covered walkways lit to ensure surveillance		
14	Fire hydrants clearly visible		
	Comments:		

Building Interior:

		Yes	No
1	Front of school clearly marked		
2	First aid/nurse location is clearly marked		
3	Roof access doors are secured and locked		
4	Custodial and storage closets are secured and locked		
5	Doors and stairwells are numbered		
6	Stairwells, hallways, and restrooms are adequately lit		
7	Enclosed stairwells are monitored		
8	Doors and locks are in good condition		
9	Easy access to fire extinguishers		
10	Adequate access to first aid supplies		
	Comments:		

Classroom Security:

		Yes	No
1	Classroom safe zones are established		
2	Classroom has access to communication system		
3	All areas of class room are visible from door		
4	Classroom doors can be locked from the inside		
5	Classroom doors and windows can be covered		
6	Classrooms have adequate aisle space for quick exits		
7	Chemicals, poisons, and flammable materials are properly secured and stored		
	Comments:		

Security Personnel:

		Yes	No
1	School security director is designated to coordinate all security issues		
2	School security includes a school resource officer		
3	School security are stationed at a single school		
4	School security are visible during business hours and are clearly able to be identified		

Check   Requirement

_____ 1. Read the District Safety Plan, and know the responsibilities of the site

_____ 2. Designate a second-in-command and a backup

_____ 3. Orient staff to District Safety Plan, review site procedures (staff meeting)

_____ 4. Update site plan, assign staff responsibilities

_____   5.   Schedule necessary training (First Aid, CPR, Search & Rescue)

_____   6.   Schedule drills: Fire, Earthquake, Active Threat

_____   7.   Complete site map, post as required

_____   8.   Complete Site Hazard Survey

_____   9.   Complete Classroom Hazard Survey Summary

_____ 10.   Participate in test of District Radios

_____ 11.   Check site battery-operated radios

_____ 12.   Order supplies and equipment as necessary

_____ 13.   Evacuation areas/alternative identified for all classes

Annual Site Hazard Survey I
2020 – 2021

Emergency Utility Shut-Offs
Location should be noted on your campus maps

UTILITY		LOCATION
Electrical	**Total main electrical shutoff**	
Gas	**Total main gas shutoff**	
Water	**Total main water shutoff**	
Knox Box		

	OK	Needs Attention	Comments
CAMPUS			
Stop Signs			
Parking/Fire Lanes Marked			
Adequate lighting			
Required Sign Postings			
ASSEMBLY ROOMS			
Exits clear			
Exit & Emergency Lights			
Floors, seating maintained			
Stage: exits clear, wiring			
Kitchen: clean			
Kitchen: safe food storage			
ATHLETIC FACILITIES			
Bleachers, fences, backstops			
Stairs, ramps, walkways, gates			
Surfacing in common areas			
Equipment			
INDUSTRIAL ARTS			
All guards, shields, covers in place			
Aisles clear, material storage			
First aid kits; eye wash operable			
Dust collection/housekeeping			
Compressed gas cylinders secure			
Protective equipment, safety training			
Safety signs posted, enforced			
SCIENCE ROOMS			
Hazardous material storage			
Adequate ventilation, fume hoods			
Eyewash, gas shut-off			

Safety training			
Safety signs posted, enforced			
EMERGENCY PREPAREDNESS			
Fire extinguishers checked monthly			
All Safety Drills conducted or scheduled (fire, earthquake, etc)			
First Aid Equipment in place			
Evacuation Routes posted			
Staff trained on Emerg. Procedures			

AMERICAN RED CROSS

RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

Recommended Supplies

The following lists address classroom kits, supplies for the whole school and Search & Rescue gear.

Classroom Kit

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Crow bar
- Space blankets: 3
- Tarp or ground cover
- Student accounting forms (blank)
- Student emergency cards
- Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors and windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)
- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries
- Push broom (if classroom includes wheel chairs)

Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food

Water
- ½ gallon per person per day times three days, with small paper cups

First Aid
- Compress, 4 x 4": 1000 per 500 students
- Compress, 8 x 10": 150 per 500 students
- Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, small, medium, large
- Butterfly bandages: 50 per campus
- Water in small sealed containers: 100 (for flushing wounds, etc.)
- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- Scissors (paramedic): 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First Aid books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pairs

Sanitation Supplies (if not supplied in the classroom kits)
- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- Soap and water, in addition to the wet wipes, is strongly advised.

Tools per Campus
- Barrier tape, 3" x 1000": 3 rolls
- Pry bar
- Sledge hammer
- Shovel
- Pliers
- Bolt cutters
- Hammer
- Screwdrivers
- Utility knife

- Broom
- Utility shut off wrench: 1 per utility

Other Supplies
- Folding tables, 3' x 6': 3-4
- Chairs: 12-16
- Identification vests for staff, preferably color-coded per school plan
- Clipboards with emergency job descriptions
- Office supplies: pens, paper, etc.
- Signs for student request and release
- Copies of all necessary forms
- Cable to connect car battery for emergency power

Food
- The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

Chapter 6
Homeland Security Advisory System
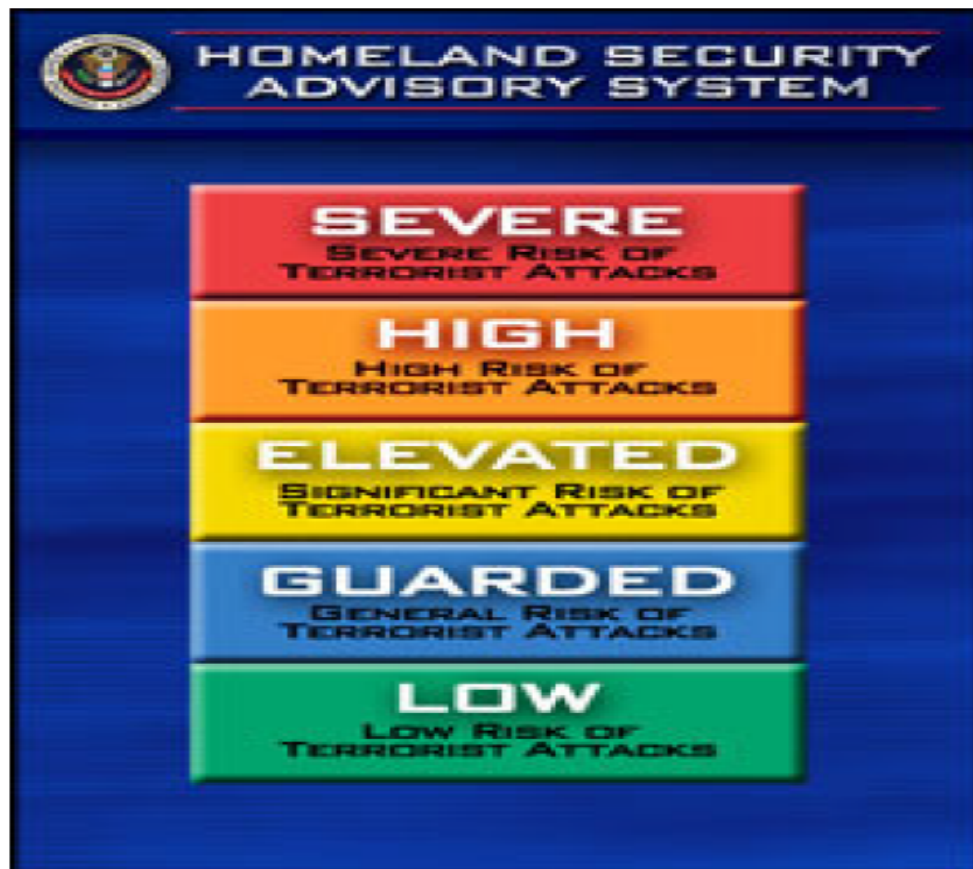
Homeland Security Advisory System

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools.   **In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.**

Threat Conditions and Recommended Protective Measures

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures.   Each school district is responsible for developing and implementing appropriate specific emergency plans.

**GREEN:
LOW RISK OF
TERRORIST ATTACK**

This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

General Measures

- Assign the responsibility for action to the School Safety Administrator to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for "Do Not Duplicate"
- Review and update the Emergency Call-in List.

BLUE:
GENERAL RISK OF
TERRORIST ATTACK

This condition is declared when there is a general risk of terrorist attacks.   All general
measures listed in green alert conditions should be taken, and the following general measures
should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.

YELLOW
SIGNIFICANT RISK OF
TERRORIST ATTACK

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All
general measures listed in green and blue alert conditions should be taken, and the
following measures should be considered, in addition to any specific plans that are developed and
implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.

- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
- Test your generator once per week.

ORANGE
HIGH RISK OF
TERRORIST ATTACK

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with the Child Welfare, Attendance and Safety office.
- Be alert to parent, staff, student concerns to determine when/how to communicate.
  a. Communication should focus on reassurance that school is a safe place
        i. Reminder – schools have existing safety plans
        ii. Reminder – schools practice their safety procedures
        iii. Reminder – schools have an outstanding ongoing working relationship with
  law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student's fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites

RED:
SEVERE RISK OF
TERRORIST ATTACKS

A Severe Condition reflects a severe risk of terrorist attacks. **Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The Merced County Emergency Operations Center, located at 3500 N. Apron Avenue, Atwater, will be occupied initially during the first 24 hours** of a RED threat level. (Continued operation will be determined on an as-need basis.)

The Merced County Office of Education will provide staff at the **Merced County Office of Emergency Operations Cente**r to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass email, telephone, or via amateur radio to the identified District Emergency Manager.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail link to Army Core of Engineers (ACOE), telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the ALCO EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.
  - A. review communication guidelines under Orange Threat Level
  - B. reminder – In the event of a RED threat level, school districts have a direct communication link via amateur radio to the Merced County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.
- Consider canceling special events.
- Consider closing campuses, if necessary.
- Maintain close contact with your designated District Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.

- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

Appendices

Guidance to Principals
RE: Student Walkout Movements

ParentSquare Script/Post for Website

Good evening students and families, this is an important message from the MUHSD. Our District's top priority is to support the academic and social emotional needs of all students while maintaining a safe and orderly learning environment. The recent tragedy in _____ reinforces our focus and commitment to school safety. We are aware that students around the country are planning several walkouts to protest school violence. We respect and support the right of our students to advocate for causes that are important to them and welcome the opportunity to work with students to discuss appropriate and safe ways to do so while at school. Our goal is that all students feel safe and respected, no matter what they choose to do. We encourage you to talk with your children about these issues, their feelings, and the importance of expressing themselves appropriately. For more information on what our District is doing to keep students safe, please visit our website. Thank you.

Teachable Moments/Potential Actions

- Remind students that schools are safe places, we all play a part, be observant
- Explain the difference between reporting, tattling, gossiping; establish protocols for reporting information; re-launch/promote school's anonymous reporting system/Tip Line (social media marketing campaign, website info, discussions regularly revisited throughout the year)
- Senseless violence is something that is difficult to understand; it's important to know how to get help if we're really upset, violence is never the answer for personal problems; etc.
- Proactively organize--lunch time events, rally, moment of silence, town hall, read the names of victims' names, etc.
- Organizers of this movement encourage participants to wear orange to show support for peaceful schools
- Social justice and student activism lessons
  - o   Launch Facebook/Twitter Campaign (student led)
  - o   Letter writing campaigns to policy makers
  - o   Survey students to gather input on how to make their school safer

Preparedness

- Collect intelligence on the plan, including social media posts (use student leaders and campus liaisons)
  - o   Tap into different student groups (i.e., leadership, sports teams, band, FFA, drama, etc.)
- If you know students plan to leave campus, designate specific roles for staff (during walkout) to help keep situation safe/orderly
  - o   Identify an admin designee to accompany students if they leave campus; ensure this person has a cell phone to stay in contact with other site admin
    - ▪   Have emergency pack/supplies, video camera, bullhorn, and clipboards with paper for designee accompanying students
  - o   Do not threaten students with punitive action
  - o   Do not forcibly prevent students from leaving
  - o   Focus on building relationships with students

- Notify local law enforcement ahead of time
- Staging areas/transportation needs (busses on standby?)
- Create a plan for taking attendance before and after the walkout; how will teachers provide names of missing students in an orderly and timely fashion?
- Create a plan for preparing substitutes in the morning

During the event
- Student safety is the number one priority
- De-emphasize the rebellious nature of students' actions by acknowledging that protesting, or demonstrating, is within their constitutional right to freedom of speech so long as they do not materially and substantially disrupt school.
- All adults are responsible for diffusing high-tension situations; listen with empathy rather than reacting and engaging in escalation behavior; keep a neutral, business-like calm voice at all times; avoid sarcasm, baiting, and downplaying students' feelings
- Do not forcibly prevent students from leaving campus; prohibiting **students from walking out--and responding to their actions with threats of truancy or arrest--tend to be more provocative than persuasive.**
- If a large group of students leave campus together, have admin designee(s) stay with them until they return safely back to school; these individuals should be in regular contact with the site admin
- If return transportation is needed, contact the district to get a bus

After the event
- Take attendance after the students have returned from walkout--to verify student participation (include numbers in Parent Square message)
- Notify parents of any missing students, per school procedures
- Debrief with students on opportunities for expression
- Admin debrief to identify future needs/changes
- Students will be held accountable for their actions, per school policy

Employee Conduct
- These walkouts are politically charged and because of this, all of the professional standards and education code requirements related to the political neutrality of public education employees remain in place. MUHSD Board Policy 4219.25 states the following: *The Board of Trustees respects the right of school employees to engage in political discussions and activities <u>on their own time</u> and at their own expense.* As these walkouts will take place during school hours, all MUHSD employees should remain politically neutral in their speech or behavior before students.
- If a staff member feels compelled to participate in a walkout, he/she must use personal time and notify a site administrator beforehand per the contract. Staff <u>may not</u> spontaneously abandon their teaching responsibilities and walk out while students are present as it presents a safety issue. If all students walk out, staff members should accompany and supervise to diffuse the situation.
- Staff members should take roll before the March 14th walkout (scheduled for 10:00 am) and upon returning (by 10:30 am) so that all students are accounted for and any missing students should be reported to administration immediately.
- While students are under their supervision, teachers are expected to monitor student safety, act professionally, and set positive examples. (See Education Code § 233.5.) Thus,

if teachers join their students in a demonstration during the instructional day, the teachers are accountable for the students' conduct and safety.

- All adults are responsible for diffusing high-tension situations; listen with empathy rather than reacting and engaging in escalation behavior; keep a neutral, business-like calm voice at all times; avoid sarcasm, bating, and downplaying students' feelings; do not attempt to stop students from walking out
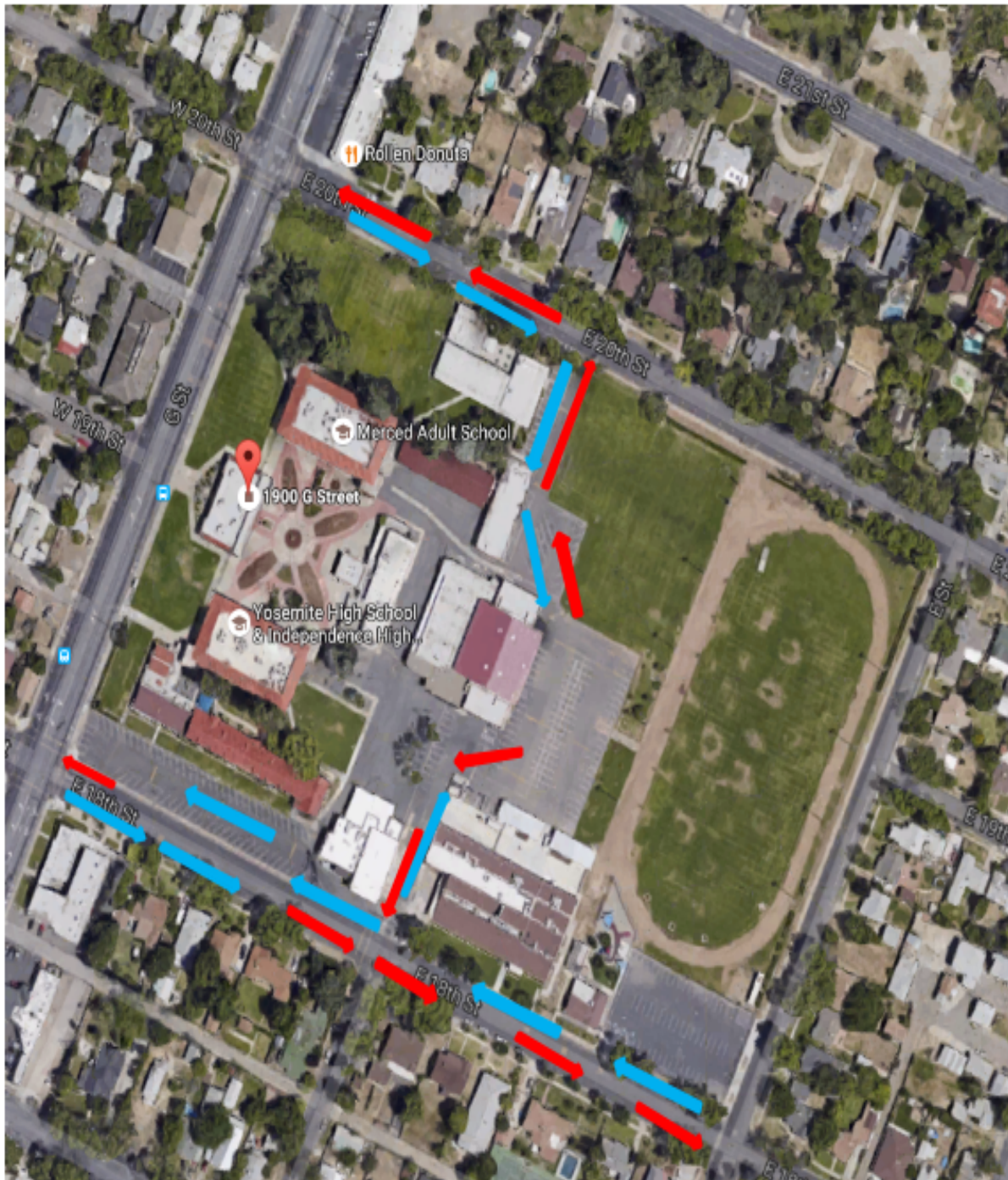
Supreme Court Stance

- Generally, students can express political views as long as those expressions do not disrupt school operations, the educational process or the rights of other students to learn.
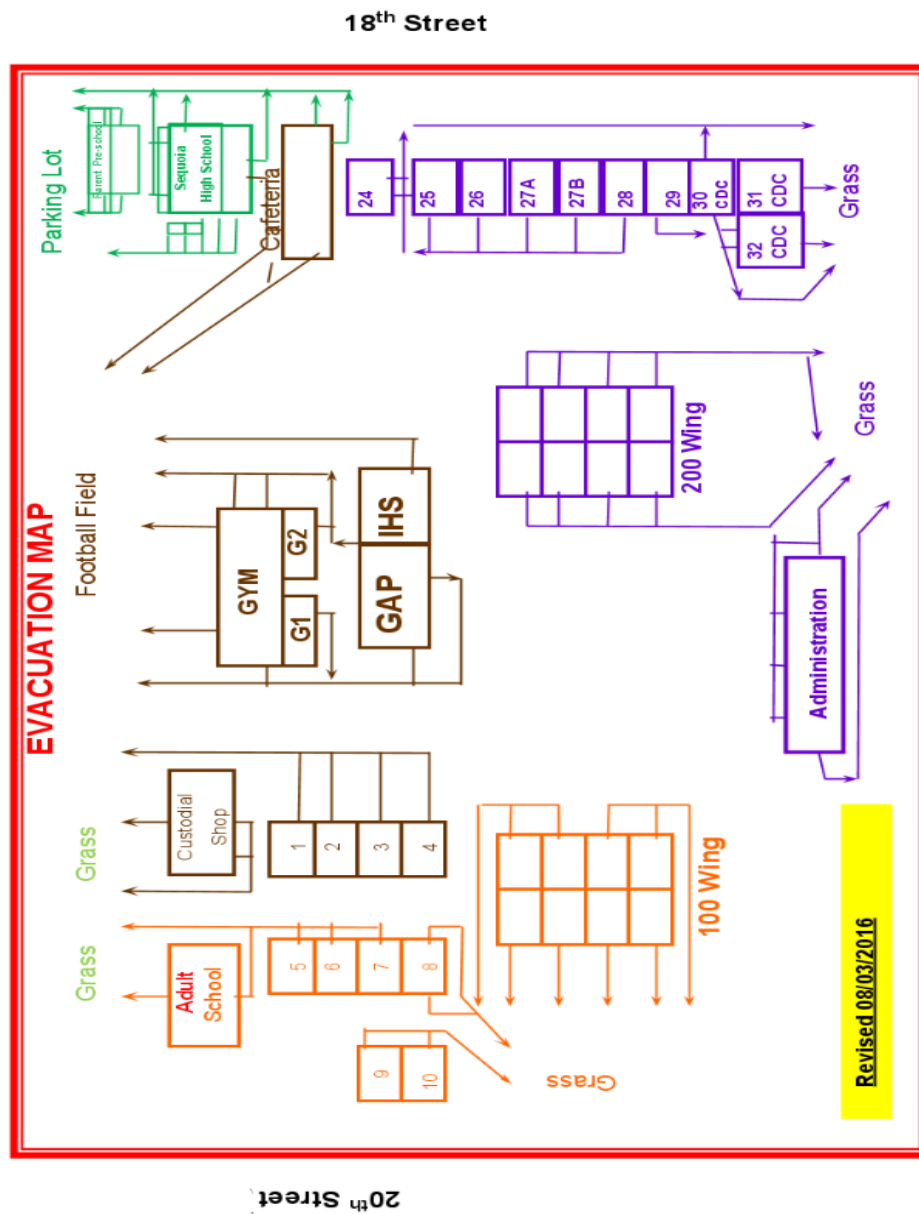
District Statement for Website RE: Safety

1. Our Board and Superintendent, Alan Peterson, have made school safety priority #1 in our district.
2. Dean Way, Program Administrator of Child, Welfare, and Attendance is the developer of our District Safety Plan.
3. We have developed partnerships with law enforcement and consultants like Knowledge Saves Lives to develop a comprehensive plan of action which includes the following:
   a. Regular realistic drills
   b. Active threat training
   c. Active shooter simulations
   d. Unannounced lockdown drills with debriefs
   e. Unannounced visitors on campus with debrief
2. We have involved students, developed strong relationships. We promote "See something, say something" and work to create an environment where all students belong and have success.
3. We think of preparedness in three phases: green = no threat, yellow = no immediate threat, but vigilant and ready, red = imminent threat. Our goal is to keep our security staff in a per

1. Insert School Map with daily Ingress/Egress routes

2. Insert map here showing evacuation location on campus

18th Street

EVACUATION MAP

Revised 08/03/2016

20th Street

3. Insert School Map with Emergency Evacuation Routes and Off-Campus Evacuation Locations

MERCED UNION HIGH SCHOOL DISTRICT
BOMB THREAT PROCEDURES
(To be completed by person receiving bomb threat)

1. Staff Member Receiving Bomb Threat
   ✔ Remain calm & gather as much information about the caller/source. Listen carefully: <u>see "Bomb Threat Checklist" below</u>
   ✔ Note exact time of the call
   ✔ Write down exact responses to questions
   ✔ Let source do as much talking as possible and keep the caller on the line as long as possible
   ✔ Ask specific questions: when, where, what, who (name), why, etc.
   ✔ **DO NOT TOUCH OR REMOVE ANY SUSPICIOUS OBJECT!**
   ✔ Immediately notify an administrator
   ✔ Record in writing all details of the call, including exact wording and noting estimated age & gender of caller, accents, repeated words, peculiar speech mannerisms, background sounds (voices, traffic, music, etc)
   ✔ **Number at which call was received from:_____**

<u>QUESTIONS TO ASK:</u>

1. When is bomb going to explode?

2. Where is it right now?

3. What does it look like?

4. What kind of bomb is it?

5. What will cause it to explode?

6. Did you place the bomb?

7. Why?

8. What is your address?

9. What is your name?

10. Are you an employee? Student?

<u>CALLER'S VOICE:</u>
_____Calm _____Nasal _____Angry _____Stutter _____Excited _____Lisp _____Slow _____Raspy _____Rapid _____Loud _____Deep ____Soft _____Ragged _____ Clearing Throat _____Laughter _____Breathing _____Crying _____Cracking Voice _____Normal _____Disguised _____Accent _____Slurred _____Familiar _____Distinct _____Whispered

<u>If voice is familiar, whom does it sound like?</u>

<u>BACKGROUND SOUNDS:</u>

_____Street Noises _____Factory Machinery _____Office Machinery _____Animal Noises _____Voices _____Clear _____PA System _____Static _____Music _____Local _____House Noises _____Long Distance _____Motor _____Booth _____Dishes _____Other: _____

<u>THREAT LANGUAGE:</u>
_____Well Spoken _____Incoherent _____ Foul Message _____Message Taped _____Message read by threat maker

<u>EXACT WORDING OF THE THREAT:</u>
_____

_____
Sex of Caller: _____   Race:_____   Age:_____   Date:_____   Time:_____   Length of Call:_____
Report Call Immediately to an Administrator who should ensure the Principal is notified

2. Administrator
   ✔ Assess information
   ✔ Determine whether to evacuate threatened area
   ✔ Call 911 & notify City Police of event and action
   ✔ Notify the Executive Assistant to the Superintendent/Leslie Rohrback: 325-2021
   ✔ Conduct a search of your area for any suspicious packages or unidentified backpacks. **NO ONE IS TO TOUCH OR REMOVE ANY SUSPICIOUS ITEM!**
   ✔ If suspicious item is found, evacuate minimum 300 feet from area. Secure area. Notify appropriate authorities
   ✔ **DO NOT USE RADIO DEVICES!** Re-enter only under authority's directions
   ✔ **TURN OFF CELL PHONES AND DO NOT USE**

- ✔ If ordered, evacuate as with fire drill and go to assigned areas. Direct Teachers to take student rosters with them and account for all students once they have reached the designated area. They are to notify Principal of missing students
- ✔ Keep appropriate documentation (report) of event
- ✔

Listed below are websites that provide additional information.

http://www.ready.gov   Disaster Preparedness Information

http://:www.whitehouse.gov   White House

http://:www.dhs.gov   Federal Department of Homeland Security

http://:www.nasponline.org   National Association of School Psychologists

http://www.fema.gov/   Federal Emergency Management Agency

http://www.oes.ca.gov/   California Office of Emergency Services

http://www.bt.cdc.gov/   Centers for Disease Control and Prevention

http://www.fbi.gov/   Federal Bureau of Investigation

http://www.co.merced.ca.us/index.aspx?nid=1599 Merced County Office of Emergency Services

http://www.mcoe.org/   Merced County Office of Education