

**Directions for the Santa Cruz Countywide
Comprehensive School Safety Template
Part I - Public Components**

1. All sections of this template are required.
2. Add documents as Attachments.

COMPREHENSIVE SCHOOL SAFETY PLAN

Part I – Public Components

2021-2022

District: Santa Cruz City Schools
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Purpose of the Comprehensive School Safety Plan (CSSP)

Sections 32280-32288 of the California Education Code outline the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a Comprehensive School Safety Plan relevant to the needs and resources of that particular school.

It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated Comprehensive School Safety Plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses. Comprehensive School Safety Plans are required under SB 719 & AB 115 and must contain the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In January every year, the school will report on the status of its school safety plan including a description of its key elements in the annual School Accountability Report Card (SARC).

A copy of the Comprehensive School Safety Plan Public Version – Part I is available for review at the Santa Cruz City Schools office, and online at sccs.net.

Plan Development and Approval

The Santa Cruz City Schools Comprehensive School Safety Plan has been developed by:

- X School Site Council
- School Safety Planning Committee

Which includes the following members:

Name	Membership Role
Kris Munro	Superintendent
Naíma Leal	Principal from Santa Cruz City Schools
Paul Liebetau	Parent whose child attends the School
Gail Mabrouk	Classified Employee
Ruben Badeo	Law Enforcement Agency Representative
Katiana Liebetau	Other

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	February 8, 2021
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	February 2021
School Site Council approval of the Plan	February 2021
School District Board approval of the Plan	February 2021
Submission to Santa Cruz County Office of Education for audit review	March 1, 2021

Current Status of School Crime

This section presents data that will be analyzed to assess the current status of school crime committed on the Santa Cruz City Schools campuses and at school-related functions. Data presented include:

Incident Type	ARK Independent Studies				2019-20
	2015-16	2016-17	2017-18	2018-19	
Suspensions (Total #)	0	0	0	0	0
Expulsion (Total #)	0	0	0	0	0
Chronic Absentee Rate (%)	N/A	N/A	N/A	N/A	N/A
Discipline for Bullying and Harassment (Total #)	1	0	0	0	0
Discipline for Fighting/Physical Harm (Total #)	0	0	0	0	0
Discipline for Substance Abuse (Total #)	0	0	0	0	0
Incidents involvement Law Enforcement (Total #)	0	0	0	0	0

Findings from the analysis of the data presented above include:

Since the Ark is an independent studies program, there have been almost no issues related to school discipline since the 2014-15 school year. The only incident that occurred over the past three years involved a student who was involved in a cyberbullying incident with a student from another high school.

School Safety Strategies and Programs

Santa Cruz City Schools is committed to school safety for all students, staff, and visitors. Many strategies and programs provide and maintain a high level of school safety.

School Vision/Mission Statement

At the Ark Independent Studies we connect with students as individuals, inspire students to find meaning, motivate students to take responsibility, and support students to discover and pursue their interests.

Providing a safe learning environment is a priority for staff, parents, students, and school community members. Santa Cruz City Schools prepares students to be self-disciplined and responsible citizens who can meet the challenge of living in an ethnically and socio-economically diverse community. Santa Cruz City Schools promotes caring and nurturing relationships and work cooperatively with parents, students, law enforcement representatives, and other community agencies. Santa Cruz City Schools stresses prevention of violence on campus and prepares students to handle conflict, anger, and other threats to safety.

Programs are implemented to prevent drug, alcohol, and tobacco use. The Santa Cruz City Schools discipline policy provides students with behavior guidelines that are aligned to the California Education Code and district policies. School-wide rules, classroom rules, the dress code, and consequences for rule infractions provide students with clear expectations for behavior. The focus is to reduce barriers to learning as well as to build protective factors leading to student success, both academically and socially.

Intervention and prevention programs focus on positive youth development. Santa Cruz City Schools implements programs to create a positive school climate and promote social-emotional learning using research-based strategies. Santa Cruz City Schools implements multi-tiered systems of support/response to intervention for students that promote high expectations, maintain student engagement in school, and provide systems for student success.

Strategies and programs unique to Santa Cruz City Schools that provide a safe learning environment for all students, including LGBTQ students.

Ark teaching staff have received extensive training on trauma-informed school principles and practices. All teachers also attended training since 2018 on Restorative Justice tenets and practices. Teachers explicitly teach self-regulation strategies to their students and practice them as appropriate. In terms of our 2017-18 goal related to student use of grounding/self-regulation techniques, 73% of Ark students were able to name three self-regulation strategies that they employed during the school year. This is a 27% increase from 2016-17. 80% of students reported that they were positively impacted after use of grounding strategies.

In order to maintain a safe learning environment for Ark students, three parent-student-teacher conferences are held during the course of the year. 95% of parents/guardians attended fall and spring semester conferences. These conferences ensure that students' academic and social needs are attuned throughout the course of the school year.

To specifically address support for LGBTQ students, we have hired a mental health counselor who has expertise in supporting LGBTQ students. The school registrar is also in the process of establishing a Rainbow Alliance Club that will be open to students at all four schools on our site.

Child Abuse Reporting Procedures

(EC 35294.2 [a] [2]; PC 11166)

All school staff members actively monitor the safety and welfare of all students. Staff members understand their responsibility as child-care custodians and will immediately report all cases of known and suspected child abuse pursuant to Penal Code Section 11166. District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

Penal Code 11166. (a) Except as provided in subdivision (d), and in Section 11166.05, a mandated reporter shall make a report to an agency specified in Section 11165.9 whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make an initial report by telephone to the agency immediately or as soon as is practicably possible, and shall prepare and send, fax, or electronically transmit a written follow up report within 36 hours of receiving the information concerning the incident. The mandated reporter may include with the report any non-privileged documentary evidence the mandated reporter possesses relating to the incident.

Plans are also completed to assure ongoing monitoring of the student. School staff work closely with police and Child Protective Services with follow up actions as needed. Considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting. Copies of all written reports are maintained in a confidential file in the principal's office. Board Policy 5141.4 addresses Child Abuse Prevention and Reporting and is included in the Appendix of the Comprehensive School Safety Plan.

Emergency/Disaster Preparedness Training Schedule

Santa Cruz City Schools will provide all students and staff with emergency/disaster preparedness training in a variety of procedures according to the following schedule:

Training	Date(s)
Fire Procedures	4/12/2021
Lock Down Procedures	3/16/2021
Code Red Procedures	3/16/2021
Shelter in Place Procedures	3/16/2021
Earthquake Emergency Procedures	3/22/2021

Procedures for Emergency Use by Public Agency – BP 3516

As documented in Board Policy 3516, public agencies, including the American Red Cross, have permission to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board will cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. Board Policy 3516 is included in the Appendix.

Suspension/Expulsion Policies – BP 5144.1

As documented in Board Policy 5144.1, the school desires to provide 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. Rules and regulations set the standards of behavior expected of students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion. Board Policy 5144.1 is included in the Appendix.

Procedures to Notify Teachers of Dangerous Pupils – BP 4158

As documented in Board Policy 4158, the Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. Board Policy 4158 is included in the Appendix.

School administrators will communicate face-to-face or via email should there be a need to report a dangerous student. A tile, "Three Year Suspension Data", was added to our Student Information System to inform teachers of students on their rosters who have been suspended in the past 3 years.

Nondiscrimination/Harassment Policy – BP 5145.3

As documented in Board Policy 5145.3, the Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and/or bullying of any student, based on actual or perceived characteristics of race or ethnicity, color, nationality, national origin, ethnic group identification, age, religion, physical or mental disability,

sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics. Board Policy 5145.3 is included in the Appendix.

Strategies and programs unique to Santa Cruz City Schools that provide a safe school environment for all students, including LGBTQ students.

During a staff meeting, the principal presents a Power Point presentation on the Santa Cruz City Schools' policies regarding nondiscrimination and sexual harassment. To specifically address support for LGBTQ students, we have hired a mental health counselor who has expertise in supporting LGBTQ students. The school registrar has established a Rainbow Alliance Club that is open to students at all four schools on our site.

Dress Code – BP 5132

As documented in Board Policy 5132, the Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Students are prohibited from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Board Policy 5132 is included in the Appendix.

Rules and Procedures for School Discipline – BP 5144

As documented in Board Policy 5144, the Board of Education is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

Consultation, Cooperation and Coordination with other School Site Councils or School Safety Plan Committees

The Branciforte Small Schools principal attended safety plan trainings in February 2021 provided by Santa Cruz City Schools District Office. The Branciforte Small Schools Principal and Assistant Principal were also able to review safety plan requirements and discuss plan development with other site administrators during Santa Cruz City Schools' leadership meetings.

Bullying Prevention – BP 5131.2

As documented in Board Policy 5131.2, the Board of Education is committed to creating a safe learning and working environment for all students and employees. The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from

physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or groups 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. Board Policy 5131.2 is included in the Appendix.

Strategies and programs unique to Santa Cruz City Schools that prevent bullying for all students, including LGBTQ students.

The Ark administrator responds immediately to all reports of bullying, conducts an investigation, and acts to provide support to the complainant and respondent.

Positive School Climate – BP 5137

As documented in Board Policy 5137, the Board of Education desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools. Board Policy 5137 is included in the Appendix.

Ark students do not take the UC-Santa Barbara Social Emotional Health Survey (SEHS) or the California Healthy Kids Survey (CHKS). However, the Ark does administer a staff-created parent and student survey annually in the spring. In May 2018 and 2019, a majority of the Ark students completed the year-end staff-created survey. Student responses overwhelmingly averaged between the agree (3) and strongly agree (4) response. For the third consecutive year, 100% of students "Agree" or "Strongly agree" that they are respected in their individual meetings with their teacher. The Parent and Student surveys in Fall of 2016 identified a discrepancy between parent/guardian and student responses in the key area of students' ability to complete at least 20 hours of work weekly at home. Whereas only 78% of students responded (Strongly Agree and Agree) that they were able to complete their work, 94% of parents/guardians believed that students were able to. The year-end 2017-18 surveys indicate that there has been an improvement in students' perception of their ability to complete 20 hours of work on time as the percentage of students who agree or strongly agree rose to 90%.

Ark students have access to a school mental health counselor. This counselor has provided direct services (informal check-ins, weekly counseling) to at least three Ark students during the course of the year. The counselor participates in weekly attendance/counseling meetings.

Ark staff may discuss students of concern in monthly staff meetings. Staff discuss attempted interventions and identify new interventions and supports for students.

The Ark has an experienced, full-time academic counselor on staff. She works closely with many students to ensure they are making necessary progress to reach academic and career goals.

Ark students have access to a part-time school mental health counselor. This counselor has provided direct services (informal check-ins, weekly counseling) to three Ark students during the course of the year. The counselor participates in weekly attendance/counseling meetings.

Our school works closely with the SCCS School Resource Officer to maintain a safe school environment. The School Resource Office maintains regular contact with the principal and observes Code Red drills to provide feedback in years when the school is open.

Strategies and programs unique to Santa Cruz City Schools that create a positive school climate for all students, including LGBTQ students.

At Ark Independent Studies, there is ongoing and dedicated learning about LGBTQ student inclusivity and support by and for the whole school. This support is evidenced via staff knowledge of laws and policy, as well as expected behavior and interactions between students and staff. To specifically address support for LGBTQ students, we have hired a mental health counselor who has expertise in supporting LGBTQ students. The school registrar has established a Rainbow Alliance Club that is open to students at all four schools on our site.

Uniform Complaint Procedure – BP 1312.3

As documented in Board Policy 5137, the Board of Education recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation. Board Policy 1312.3 is included in the Appendix.

Strategies and programs unique to Santa Cruz City Schools that encourage early resolution of complaints for all students, including LGBTQ students.

All student complaints are taken seriously by Ark staff. Staff report complaints to the principal or assistant principal. The principal or assistant principal immediately commences an investigation to gather details about the nature of the complaint. The administrators report back to the individuals involved in the complaint regarding the proposed resolution(s). If any outstanding issues are present, the administrators seek the support of district office personnel to assist with the resolution of the complaint. LGBTQ student complaints are treated with the same level of seriousness as other student complaints. To specifically address support for LGBTQ students at our site, we have hired a mental health counselor who has expertise in supporting LGBTQ students.

The site administrator will ask families if they would like to file a formal complaint and inform them of where to find procedures and forms on the Santa Cruz City School's district website.

Protocols to Address Mental Health Care of Pupils Who Have Witnessed a Violent Act

Pupils who have witnessed a violent act at school or at a school-sponsored activity, while going to or coming from school or a school sponsored activity, or during a lunch period on or off campus, will need attention to address their mental health. Witnessing violence and being a victim of violence at school have been found both positively and significantly associated with child psychological trauma symptoms and self-reported violent behavior, even after controlling for the effects of various demographic factors. Serious emotional and behavioral consequences can occur for students who are merely witnesses to violence (Flannery, D. J., Wester, K. L., & Singer, M. I., 2004).

Site-based collaboration is conducted to support any student who has witnessed a violent act and who needs support.

In the 2020-2021 school year, an electronic "student support request" form was developed and used to collect referrals from staff for student support of all types, including social-emotional support.

Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from school

In an effort to assure the safety and welfare of students, parents, and visitors to Santa Cruz City Schools, the following procedures should be followed when traveling to and from the school site:

- Daily Bus Drop-off & Pick-up at School:
- Students Walking to School:
- Students and Adults visiting the school site after hours or on weekends:

During the COVID-19 crisis, signage is in place to direct students, staff, and visitors to wear masks, maintain social distance, and use appropriate entryways, exits, and directional pathways. Students are screened for COVID-19 symptoms before entering campus and will not be allowed on campus if they have temperatures over 100.4 or exhibit any COVID symptoms. If fever or symptoms occur after students, staff, or guests enter campus, individuals will be isolated in a designated waiting area until they can be picked up to leave campus. There are also safety videos describing these measures.

Procedures are in place to ensure the safety of students, parents, and employees who are traveling to and from Branciforte Small Schools Campus. Orange cones are placed in the rear parking lot during student drop-off and pick-up to ensure an orderly drop-off and pick-up. The campus security supervisor monitors morning drop-off and afternoon pick-up in the rear parking lot. The rear parking lot is well-lit during after-school hours and on weekends. The principal, school community coordinator, and/or school counselor are present in the front of school during student pick-up.

Appendix

Board Policy 5141.4 Child Abuse Prevention and Reporting

Board Policy 3516 Emergencies and Disaster Preparedness

Board Policy 5144.1 Suspension and Expulsion/Due Process

Board Policy 4158 Employee Security/Teacher Notification

Board Policy 5145.3 Nondiscrimination/Harassment

Board Policy 5132 Dress and Grooming

Board Policy 5144 Discipline

Board Policy 5131.2 Bullying Prevention

Board Policy 5137 Positive School Climate

Board Policy 1312.3 Uniform Complaint Procedure