

COMPREHENSIVE SCHOOL SAFETY PLAN

Part I – Public Components

2022-2023

District: Santa Cruz City Schools
Superintendent Kris Munro
Phone Number: (831) 429-3410
E-mail Address: superintendent@sccs.net

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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).

<http://www.sccs.net>

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 .

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
Michelle McKinney	Principal from Santa Cruz City Schools
Michelle Easter	Parent whose child attends the School
Gail Mabrouk	Classified Employee
Trevor Kendall	Law Enforcement Agency Representative
Ayala Younger	Other

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	12/14/22
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	12/20/22
School Site Council approval of the Plan	12/20/22
School District Board approval of the Plan	2/22/23
Submission to Santa Cruz County Office of Education for audit review	3/1/23

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:

Small Schools	AFE						
	15-16	16-17	17-18	18-19	19-20	20-21	21-22
Suspensions (Total #)					0	0	0
Expulsions (Total #)					0	0	0
No Suspension or Expulsion (Total #)					0	0	0
Students Who Committed an Offense (Total Undup #)					0	0	0
Offenses Committed (Total #)					0	0	0
Chronic Absentee Rate (%)					5%	8%	6%
Discipline for Bullying and Harassment (Total #)					0	0	0
Discipline for Fighting/Physical Harm (Total #)					0	0	0
Discipline for Substance Abuse (Total #)					0	0	0
Incidents involvement Law Enforcement (Total #)	N/A	N/A			0	0	0

19-20 data from 7.13 Incident by Offense report, includes non-suspension/expulsion incident outcomes; S/E data from 7.11 Incident Results Count

18-19 data from 7.1 Count by Most Severe Offense report, includes suspension/expulsion and non S/E incidents; S/E data from 7.3 Disciplinary Actions report

17-18 and prior years' data from 7.1 Count by Most Severe Offense report, only includes suspension/expulsion incidents; S/E data from 7.3 Disciplinary Actions report

Absenteeism data from 14.1 Student Absenteeism reports

Law enforcement data extracted from Student Information System; sites documented law enforcement involvement in the details of the incident, rather than using consequence code, thus preventing correct reporting to CALPADS

Law enforcement data not available in CALPADS until 19-20

Findings from the analysis of the data presented above include:

As an Independent Studies K-12 school, students earn attendance hours for K-8 and high school credits. As this is not a daily program and a school of choice, absenteeism is most often managed by students enrolling in more appropriate educational settings.

Alternative Family Education has had very few instances of bullying, harassment, fighting or physical harm in recent years. As a school community committed to Positive Discipline, Trauma Informed practices, and Restorative practices, most behavioral issues can be addressed in a timely manner.

As a small independent studies school, substance abuse is very rare, as every student is known well by a team of caring adults at the Branciforte Small Schools campus.

As Positive Discipline, Trauma Informed practices, and Restorative practices are applied at Alternative Family Education there have been no incidents involving law enforcement.

Spring 2022 Family Survey results show an increase in all the following data points from the Spring 2021 Family Survey:

1. Safety of the physical environment = 97% satisfied/very satisfied (92% in 2021)
2. Safety of the socio-emotional environment = 94% satisfied/very satisfied (92% in 2021)
3. Student respect towards one another = 97% satisfied/very satisfied (89% in 2021)
4. Feeling welcome at school/on campus = 97% satisfied/very satisfied (94% in 2021)

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

Alternative Family Education Supports, nurtures and inspires families and students to discover and develop their potential through engaged learning, problem solving and community involvement.

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.

1. Restorative justice
2. Trauma-informed schools training for all staff
3. Positive Discipline training for staff
4. LGBTQ support- School mental health counselor

Santa Cruz City Schools is implementing CatapultEMS, an emergency management and communication platform. CatapultEMS is a centralized tool for SCCS district, site, and law enforcement to use to communicate with each other in real-time during an emergency. Additionally, CatapultEMS updates all SCCS staff and student daily, so in the event of an actual emergency, staff can utilize CatapultEMS during drills, evaluations, and reunification. CatapultEMS also includes an anonymous bully and threat reporting option for students, teachers, and families to report any situations through SCCS website. Once submitted, our SCCS district safety team and site safety team are notified via text and email so we can address and respond to all anonymous reports in a timely & responsive manner.

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	8/9/22, 9/16/22, 10/26/22, 12/9/22, 1/12/23
Lock Down Procedures	8/9/22, 9/28/22, 3/1/23
Code Red Procedures	8/9/22, 3/18/23
Shelter in Place Procedures	8/9/22, 4/27/23
Earthquake Emergency Procedures	8/9/22, 9/23/22, 4/21/23

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.

A red flag with the number 49079 will be visible near student's name in Infinite Campus. This is the CA Education Code that requires schools to inform teachers of students who have engaged in, or is reasonably suspected to have engaged in, any dangerous acts within the past three 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.

All staff participate in annual training on harassment and bullying prevention training. Staff have participated in professional development centered around Cultural Competence related to students in marginalized groups.

Community members regularly participate in restorative justice circles and implement Mindfulness and other Trauma-Informed practices.

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.

All staff is trained in Trauma Informed services and Restorative Justice practices. Staff, including admin, approach discipline from a perspective that 'mistakes are opportunities to learn' and include making amends a critical part to every disciplinary event. We believe that by establishing authentic relationships, co-created agreements, and regular community-building opportunities are the best ways to prevent referrals and disciplinary events. We use a Restorative Justice circle format and problem-solving format when faced with a disciplinary event.

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

The co-principals of Branciforte Small Schools dedicated two, 240 minute work sessions to complete the report, in consultation with other school staff to ensure accuracy of data reported.

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.

Administration responds immediately to all reports of bullying, conducts an investigation, and acts to provide support to the complaint 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.

In Spring 2022, the annual Family Survey demonstrated that 94% felt a strong sense of School Community. Staff analyzes both the quantitative and qualitative data from the survey to set goals for improving positive school climate

1. Community circles/Class Meetings
2. Positive Discipline
3. Trauma Informed Schools
4. Restorative Justice practices
5. Social/emotional curriculum

1. School counselor - meets with students on rotating schedule related to social and emotional issues such as creating and maintaining friendships, family issues, etc.
2. School Resource Officer - the officer visits the campus regularly and assists in safety trainings and drills.
3. Consultants-provide professional development and parent education on topics related to school climate and safety.
4. The principal implements conflict resolution based on Restorative questions.

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

At Alternative Family Education, 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. During a staff meeting in the fall, 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.

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.

A site administrator will conduct a thorough investigation of all complaints. If a complaint is brought to the school, the administration would work with SCCS personnel to support the complainant's needs. This personnel might include Human Resources, Student Services, Business and/or Educational Services departments. Parents of both complainant and respondent will be notified about the incident and informed about available supports (if appropriate).

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 2022-23 the SCCS funds one part-time social emotional counselor and has allocated 3.5 hours of a social worker's time to supporting Branciforte Small Schools' elementary students' and families' needs. Secondary students have access to a mental health counselor as well.

In the 2021-2022 school year, the SCCS funded one part-time social emotional counselor to support the needs of the site's students and families.

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:

Several procedures are in place to ensure the safety of students, parents, and employees who are traveling to and from Branciforte Small Schools Campus. A chain blocking the driveway is placed every evening by the night custodian. The parking lot is well-lit during after-school hours and on weekends. The building is protected by an alarm system. All students sign in via a spreadsheet when entering and leaving campus.

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