COMPREHENSIVE SCHOOL SAFETY PLAN
Part I – Public Components
2022-2023

District: Santa Cruz City Schools

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Table of Contents

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://bayview.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
Renee Golder	Principal from Santa Cruz City Schools
Kristina Quiclili	Parent whose child attends the School
Elisa Gonzales	Classified Employee
Trevor Kendall	Law Enforcement Agency Representative

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	1/13/2023
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	2/3/2023
School Site Council approval of the Plan	2/3/2023
School District Board approval of the Plan	2/22/2023
Submission to Santa Cruz County Office of Education for audit review	3/1/2023

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:

Elementary	Bay View						
	15-16	16-17	17-18	18-19	19-20	20-21	21-22
Suspensions (Total #)					15	1	4
Expulsions (Total #)					0	0	0
No Suspension or Expulsion (Total #)							1
Students Who Committed an Offense (Total Undup #))							3
Offenses Committed (Total #)							4
Chronic Absentee Rate (%)					19%	12%	33%
Discipline for Bullying and Harassment (Total #)					2	0	0
Discipline for Fighting/Physical Harm (Total #)					46	1	2
Discipline for Substance Abuse (Total #)					0	0	0
Incidents involvement Law Enforcement (Total #)	N/A	N/A			1	1	2

Findings from the analysis of the data presented above include:

Data shows 19 suspensions in the 2018-2019, and 15 suspensions in the 2019-20 school year. We are working on using other means of correction and restorative interventions as much as possible.
Data shows no expulsions for the past five years. We attribute this to the numerous safety supports here at Bay View.
Chronic absenteeism was 19% in 2019-2020 and 17% in 2020-21. Efforts at Bay View to address chronic absenteeism include communication with parents via telephone and meetings to provide education around importance of attendance, collaboration with Student Services and adherence to SARB process. More effort is needed to provide parent education regarding the importance of regular attendance.

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
Bay View School is a safe and welcoming community where everyone is respected and learning is valued. Our school is a dynamic learning environment where everyone is engaged and inspired to do their personal best. Our rich academic curriculum includes the arts, field trips (virtual during Distance Learning), library, Life Lab, social-emotional learning, and music. Diversity is embraced; it enriches our learning community. Students, families, and staff work together as a team to ensure academic success and social responsibility for everyone.

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.
All staff has been trained in gender identity from Santa Cruz County Safe Schools Project. Teachers are committed to incorporating inclusive LGBTQ+ literature to their class libraries. Safe Space signs are visible throughout our school site. Our school counselor and teachers provide opportunities for students to talk about issues and supports related to gender identity and the LGBTQ+ community.

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	8-16-22, 11-16-22, 2-9-23, 3-27-23, 4-14-23, 5-10-23
Lock Down Procedures	9-13-22, 12-9-22, 3-14-23
Code Red Procedures	9-13-22, 12-9-22, 3-14-23
Shelter in Place Procedures	9-13-22, 12-9-22, 3-14-23
Earthquake Emergency Procedures	10-20-23, 1-23-23, 1/23/23

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.

Bayview student support team meets weekly to discuss student behavior intervention and supports. The PBIS (Positive Behavior Intervention Support) Techs meet monthly with the the district team on system wide practices driven by disaggregated data from SWIS (School wide Information Systems) on how to approach individual student challenges and system wide challenges. "Re-Entry" meetings are conducted with the student, parent and administrator for all suspensions. The purpose of these meetings are to help the student move forward in a positive fashion . The principal conducts an assembly in the beginning of the year and visits each classroom to reinforce positive behavior on campus.

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 students name in Infinite Campus. This is the CA Education code that requires schools to inform teachers of students who has engaged in, or is reasonably suspected to have engaged in any dangerous acts within the last 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.
Staff received gender identify and LGBTQ+ training by the Safe Schools Project of Santa Cruz.

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.

Bayview student support team meets weekly to discuss student behavior intervention and supports. The PBIS (Positive Behavior Intervention Support) Techs meet monthly with the the district team on system wide practices driven by disaggregated data from SWIS (School wide Information Systems) on how to approach individual student challenges and system wide challenges. Meetings are conducted with the student, parent and administrator for positive re entry in to the school environment. The purpose of these meetings are to help the student move forward in a positive fashion . The principal conducts an assembly in the beginning of the year and visits each classroom to reinforce positive behavior on campus.

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

An administrator from Bayview Elementary worked with other elementary principals and the Safety and Wellness Coordinator on 10/26/22.   Safety Plan Collaboration and training offered by Santa Cruz County Office of Education.

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.
Teachers use Second Step Curriculum to help students understand the harmful effects of bullying and explicitly teach students how to responsibly act as an "up-stander." In addition, our Library Media Teacher provides instruction to students regarding cyber safety and appropriate cyber etiquette. In addition we are piloting a new program called "Soul Shoppe". Our Check in Check out (CICO) with PBIS Techs also address Tier 2 behaviors.

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.

Our school has adopted a tiered Positive Behavior Intervention and Supports (PBIS) system to promote positive school climate. We have identified the following school-wide expectations: Be safe, Be responsible, Be Respectful. At the beginning of the year, we hold a school-wide assembly where the expectations are explicitly taught by members of the Positive Behavior Intervention and Supports (PBIS) team and other staff members. Expectations are reinforced throughout the year in the classroom and in shared spaces by staff. "Bobcat Bucks" are distributed to students who demonstrate adherence to the expectations. "Bobcat Bucks" are used in the classroom as a token reward system and school-wide in weekly raffles.

All teachers provide lessons that support students' social-emotional growth using the district adopted "Second Step" curriculum at least once a week. To promote a sense of connectedness, our school provides school-wide celebrations when our "Bobcat Buck" jar is full. In addition, we have monthly school spirit days.

Tier 2 and Tier 3 support includes opportunities for students to reflect on behavioral choices with staff members using our Positive Behavior Intervention and Supports (PBIS) developed think sheet. Students requiring additional support

sometimes participate in Check In/Check out systems where students get daily feedback on social goals established by the student and a staff member. We also offer weekly "Lunch Bunch" opportunities where students have lunch with staff members and discuss strategies for positive social interactions. Our school staffs a full time counselor that offers 1:1 and small group counseling services for students requiring more intensive support. We have a system for communicating with families of students experiencing challenges coming to school each day and on time that includes: mailing attendance letters, telephone and office conferences with the school administrator, and attendance meetings to explore resources that might help improve attendance.

Our school staffs one full-time and one part-time mental health specialist that provide 1:1 services to students that qualify. We also staff a full-time counselor that supports the social-emotional needs of our students by taking an active leadership role in the developing and sustaining key elements of our Positive Behavior Intervention and Supports (PBIS) systems and structures such as delivery of the Second Step Curriculum and overseeing our Check In/Check Out system. Our district school resource officer provides assistance to our students on an as needed basis and is available to the site administrator for consultation on issues that promote school safety and positive school climate.

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

In the 2021-2022 school year, our Response to Intervention Coordinator, the teaching and literacy support staff, and the school administrator actively worked to augment the school's leveled book library with a specific intention to be more inclusive regarding the characters and people depicted in books students read at our school. We strategically purchased books at all reading levels that reflected the diversity our community and neighboring communities have and promoted inclusion.

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.

The site administrator will conduct a thorough investigation of all complaints. Families of both the complainant and respondent will be notified about the incident and informed about available supports (if appropriate). The site administrator will ask families if they would like to file a formal complaint and inform them of where to find procedures and form 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).

Our Student Success Team provides a system for assessing social emotional needs and determining appropriate interventions and referrals. The team consists of: the principal, psychologist, Resource teacher, counselor, PBIS coach, bilingual community coordinator, response to intervention coordinator, general education teachers, support staff, and parents. Relevant team members meet with the family to discuss the student's needs and describe resources available, including counseling services. This school year, we have a social worker intern to provide Tier III mental health services to students. We have access to district social workers to support mental health when needed.

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:

Some SPED students arriving to school by bus are dropped off and picked up at the parking lot on Bay Street. Staff wait in the parking lot to escort students from the bus on campus at arrival time, and wait and supervise students until they board the bus at dismissal time.

All other students arrive/leave via Bay St. and Palm St. Students are dropped off, walk or bike on campus either alone or with parents. Kinder end time on Wednesdays is 10 minutes earlier than the rest of the school in order to reduce the number of cars in the parking lots during dismissal times. There are two crossing guards at the corners of Bay and Mission and one at Bay and Seaside.

Gates are closed and locked during the school day, evenings, weekends, and on non-school days, unless permission to use the school facilities has been established by the site administrator.

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