



# *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:** [krismunro@sccs.net](mailto:krismunro@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
Katharine Norton	Principal from Santa Cruz City Schools
Brianna Donaldson	Parent whose child attends the School
Beatriz Lambert	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	12/14/22
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	1/27/23
School Site Council approval of the Plan	1/27/23
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:

<b>Elementary</b>	<b>Westlake</b>						
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>
<b>Suspensions (Total #)</b>					0	0	2
<b>Expulsions (Total #)</b>					0	0	0
<b>No Suspension or Expulsion (Total #)</b>							1
<b>Students Who Committed an Offense (Total Undup #)</b>							1
<b>Offenses Committed (Total #)</b>							3
<b>Chronic Absentee Rate (%)</b>					13%	7%	19%
<b>Discipline for Bullying and Harassment (Total #)</b>					0	0	0
<b>Discipline for Fighting/Physical Harm (Total #)</b>					0	0	2
<b>Discipline for Substance Abuse (Total #)</b>					0	0	0
<b>Incidents involvement Law Enforcement (Total #)</b>	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:

Crime on the Westlake campus is caused by vandalism, dog feces, and litter due to activity outside of school hours on the weekends and evenings. A perimeter fence has been completed to reduce these incidents. The campus is currently opened and monitored on the weekends.

Due to the COVID-19 pandemic, school moved to distance learning, but school reopened for in person instruction in March of 2021 and has remained in person since. Attendance year over year has shown some improvements. Data for attendance for the 2020-21 school year was based on participation in online learning and returning to in person schooling in April, 2020. The chronic absentee rate for 2020-21 was 7%. The decrease in chronic absenteeism is attributed to positive attendance campaigns at the school level as well as increased outreach to families with chronic absenteeism. The Westlake chronic absentee rate is much lower than the state average in October, 2021 of 25.9%. Some actions being taken to continue to reduce truancy includes daily notifications to families via phone, text and email, weekly celebrations of classes with the best attendance, monthly reviews of attendance, outreach to families that are exhibiting chronic absenteeism, and collaboration with Student Services to improve attendance practices. Student Attendance Review Board is utilized as a resource to support families struggling with regular attendance. Appropriate referrals are made to the SCCS Student Attendance Review Board with the intent of providing collaborative support and needed accountability to students and families.

Suspensions and expulsions over the past three years have been near zero. For 2019-20 and 2020-21, there were 0 suspensions. The majority of students respond to the increased student support services such as behavior support aide, student study team, counseling, and consultation with behaviorists.

## **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**

Westlake is a place where children are supported to achieve their highest potential academically, physically, socially and emotionally. Our school community inspires life long learning. We are problem solvers who celebrate our diverse perspectives and experiences. Positivity and optimism are core values that guide our learning.

Positive Behavior Intervention and Support (PBIS) Team Mission Statement:

The mission of the Westlake PBIS Team is to enhance a positive school culture for students, staff, and community with consistent expectations and procedures for school behavior so that all are safe, responsible, respected and celebrated.

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.

Westlake uses the Positive Behavior Interventions and Support (PBIS) approach to school discipline. The Wildcat Ways-- Be Respectful, Be Responsible, Be Safe, and Do Your Personal Best--are taught to all students at the beginning of the school year and reviewed regularly. Positive behavior is reinforced through daily Cool Cat tickets, weekly student acknowledgements, and quarterly assemblies. Behavior transgressions are monitored using referral forms. Students needing behavior support move through tiers of intervention including small group instruction, individualized instruction, classroom support from a behavior aide, and school counseling. The Positive Behavior Interventions and Support (PBIS) Team meets monthly to review and monitor programs. They research solutions to problem behaviors and make recommendations to the teaching staff for additional interventions. The CARE Team including the Counselor, Intervention Coordinator, and School Psychologist meet weekly to monitor interventions and student progress.

The Second Step social emotional learning program is taught in all classrooms. The curriculum builds from TK to 5th grade and includes lessons on: skills for learning, empathy, emotion management, and problem solving. The Second Step program provides a common language for all students and staff.

All teaching staff received training on supporting LGBTQ students. Individual students have been supported through personal plans, school counseling, and parent meetings. Our Positive Behavior Interventions and Support (PBIS) program emphasizes the importance of inclusion for all students. Many classroom teachers have voluntarily designated their classrooms as safe spaces for all students.

A Social Emotional Health Survey is administered to students in 3rd - 5th grade. The results of the survey are shared with staff and actions are determined to support students. Individual students with high risk factors are also identified and supported by the School 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	9/13/22, 10/11/22, 11/8/22, 12/13/22, 2/14/23, 3/14/22, 4/11/2023, 5/9/2023
Lock Down Procedures	9/13/22, 10/27/22, 12/13/22
Code Red Procedures	9/13/2022, 12/13/2022
Shelter in Place Procedures	9/13/2022, 12/13/2022
Earthquake Emergency Procedures	9/13/22, 10/11/22, 2/14/23

### 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.

Westlake 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.

Westlake Staff are dedicated to creating a welcoming and inclusive learning environment for our community. All teaching staff receive annual training on supporting LGBTQ students. Individual students are supported through personal plans, school counseling, and parent conferences as needed. Our school expectation, rules, and Positive Behavior Interventions and Support (PBIS) program emphasizes the importance of inclusion for all students. Many classroom teachers have voluntarily designated their classrooms as safe spaces for all students. The Second Step program teaches empathy, compassion, and skills for including others so that all students feel safe and secure.

### **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.

The Westlake School staff has agreed that children are expected to wear school clothes that preserve a serious learning environment at school and ensure the safety of the children. With this in mind, the following restrictions apply:

- Clothing that exposes undergarments and/or parts of the body (bare torsos, see-through clothing, shorts or skirts that are extremely short, low-cut armholes, strapless dresses) are not permitted.
- Shirts and shoes must be worn at all times while at school.
- Clothing currently identified as gang attire is not allowed.
- Hats or hoods may not be worn during class time.
- Clothes, buttons, or supplies (including backpacks that make reference to tobacco, alcohol, drugs, or are obscene, are not allowed.) Words or pictures on clothing, supplies or hats that are obscene, suggestive, demeaning to other cultures, drug, and/or gang-related are inappropriate and not allowed.
- Shoes with spike heels, or shoes with stacked heels higher than one inch are not allowed due to potential accidents on the playgrounds, "tennis shoes" are needed for PE and movement classes.

### **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.

## WESTLAKE EXPECTATIONS THE WILDCAT WAYS

BE RESPECTFUL  
BE SAFE  
BE RESPONSIBLE  
DO YOUR PERSONAL BEST

### SCHOOL RULES

#### Be Safe

- \* Stop and walk when bell sounds
- \* Run/Kick ball on grass only
- \* Use equipment and play structure appropriately
- \* Walk scooters, bikes, skateboards on school grounds
- \* Walk to and from the bathroom
- \* Water stays in the sink or toilet
- \* Walk and keep your hands to yourself
- \* Sit in designated eating areas until you are dismissed
- \* Hold equipment until you are on the playground
- \* Keep body and hands to yourself while in line
- \* Walk into the office

#### Be Respectful

- \* Everyone is welcome in a game
- \* Listen to yard supervisors
- \* No rough play
- \* Treat others as you want to be treated
- \* Use appropriate language and a quiet voice
- \* Use toilet and sink appropriately
- \* Respect privacy
- \* Use quiet voices
- \* Be respectful of other students' learning environments
- \* Keep walls clean of writing
- \* Listen to the yard supervisor
- \* Use quiet voices
- \* Say please and thank you

#### Be Responsible

- \* Clean up after yourself
- \* Sit and eat in designated areas
- \* Toys and electronics are to be left at home
- \* Go to the bathroom, wash your hands, and walk back to your classroom or recess
- \* Pay attention to your line
- \* Hold equipment still
- \* Hang up backpacks and jackets
- \* Clean up, recycle and throw away trash when you are excused
- \* Use an office pass during school hours
- \* Wait your turn

## CONSEQUENCES/INTERVENTIONS

Re-teach Expectation  
Time Out  
Individualized instruction/Curricular Modification  
Altered setting within the classroom  
Loss of Privileges  
Removal to another classroom  
Behavior referral  
Student/Teacher Conference  
Peer Mediation/Conflict Resolution  
Letter of Apology  
Restitution/Act of Kindness  
Community Service  
Behavior Contract/Plan  
Office referral  
Parent Contact  
In-school suspension  
Out of school suspension

## REWARD SYSTEM

All students may receive a variety of positive acknowledgements such as Cool Cats, Second Step Awards, Shout Outs and classroom incentives.

Cool Cats are redeemable at the Wildcat Store on Wednesdays, Fridays for Popcorn or Popsicle, and all tickets are entered towards a school wide reward such as: Field Day, Extra Recess, Dance Party, or special assembly.

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

An administrator from Westlake worked with other district elementary administrators and the Safety and Wellness Coordinator on Safety Plan Collaboration and training offered by Santa Cruz County Office of Education. Also, safety plan consultation and coordination was offered by SCCS District Safety and Wellness Coordinator on 10/26/22.

## **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.

Westlake Staff are dedicated to creating a welcoming and inclusive learning environment for our community. All teaching staff receive ongoing training on the harmful effects of bullying. Students are taught to be upstanders and report bullying to an adult. Any reports of bullying are investigated thoroughly and whenever possible restorative practices are used to develop empathy and compassion. Victims of bullying are provided with school counseling, parent conferences, and protection from repeated bullying. Individual students engaging in bullying behavior are provided with school counseling, parent conferences, behavior contracts, and other interventions. Our school expectations, rules, and Positive Behavior Interventions and Support (PBIS) program emphasizes the importance of inclusion and respect for all students. The Second Step program teaches empathy, compassion, and skills for including others so that all students feel safe and secure.

### **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.

### **Assessment of School Safety and a Healthy School Climate Data**

#### **Social Emotional Health Survey**

This survey is administered annually to 3rd, 4th and 5th graders. The survey asks questions in the areas of Persistence, Gratitude, Zest, Optimism, Prosocial Behavior, Bullying, and School Belonging. Student responses range on a scale from "No, Never" to "Yes, Always". Student responses are used to identify students with high areas of concern and low assets for coping. The School Counselor uses that information to support students and their families through outreach and connection with resources.

The California Healthy Kids Survey is given to 5th graders in the spring every other year. A summary of Key Indicators from the 20-21 Administration to 49 Fifth Graders in February 2022 is included below.

#### **School Engagement and Supports**

School connectedness 82%

Academic motivation 86%

Caring adult relationships 75%

High expectations 90%

Meaningful participation 43%

#### **School Safety**

Feel safe at school those who report most of the time or all of the time 88%

Been hit or pushed 29%

Mean rumors spread about you 31%

Been called bad names or mean jokes made about you 45%

Saw a weapon at school 17%

- Brought a weapon to school: No: 98%
- Saw another kid with a weapon at school: No: 83%

### Disciplinary Environment

Students well-behaved those who report most of the time or all of the time 57%

Students treated fairly when break school rules those who report most of the time or all of the time 80%

Students treated with respect those who report most of the time or all of the time 84%

### Lifetime Substance Use and Mental Health

Alcohol or drug use 29%

Alcohol, one or two sips: 27%

Alcohol, a full glass: 2%

Marijuana use 2%

Cigarette use 4%

E-cigarette use 4%

Experienced sadness 8%

### Summary Statements

An analysis of the California Healthy Kids Survey (CHKS), and the Social Emotional Health Survey (SEHS) data indicates strength in school connectedness, caring adult relationships, high expectations, feeling of safety, and being treated with respect. Areas of growth include level of student optimism, meaningful participation, academic motivation, and student behavior.

School referral data indicates areas for growth in respect and physical contact. These are the two areas of highest referral by staff.

The Social Emotional Health Survey indicates that the following are areas of relative strength based on the majority of students, an average of 79% responded positively to items of: persistence, gratitude, optimism, prosocial behavior and school belonging. The area of zest indicates only half of students feel excited about school and learning. This is an area for focus and consideration. Helping others is also an area for focus. Finally, continuing to create opportunities for students to feel they are a real part of their school and connected to their school is an ongoing need.

Westlake uses the Positive Behavior Interventions and Support (PBIS) approach to promote a positive school climate. The Wildcat Ways--Be Respectful, Be Responsible, Be Safe, and Do Your Personal Best--are taught to all students at the beginning of the school year. Positive behavior is reinforced through daily Cool Cat tickets, weekly student acknowledgements, and quarterly assemblies. Behavior transgressions are monitored using referral forms. Students needing behavior support move through tiers of intervention including small group instruction, individualized instruction, classroom support from a behavior aide, and school counseling. The PBIS Team meets monthly to review and monitor programs. They research solutions to problem behaviors and make recommendations to the teaching staff for additional interventions. The CARE Team including the Counselor, Intervention Coordinator, and School Psychologist meet weekly to monitor interventions and student progress. The Second Step social emotional learning program is taught in all classrooms. The curriculum builds from kindergarten to 5th grade and includes lessons on skills for learning, empathy, emotion management, and problem solving. The Second Step program provides a common language for all students and staff. Classroom meetings are used on at least a weekly basis to build classroom community, sense of belonging, and to provide opportunities for problem solving.

Additional programs at Westlake that promote a positive school climate are the community events and partnership with the PTA. Events such as the School BBQ, Family Math Night, Spooky Story Night, Movie Nights, Science Fair, Day of Dance, and other assemblies are opportunities for students and families to connect with the school.

Concerning counseling services and mental health for the general school population, the school counselor not only acts as a liaison between students, their parents and the school but provides services to all students through different levels of our tier process. This includes mental health services and referrals, on both a one to one and or group basis. Referrals are made by students themselves, teachers, parents, administration staff, the Student Support Team (SST) and CARE meetings, and/or Individual Education Plan's. The school counselor is available to all students for general check-ins, advocacy needs, classroom interventions, curriculum assistance, academic improvement, truancy related issues, classroom groups, conflict resolution, parent teacher meetings, referral for outside services, and any mental health emergency interventions that might arise. When meeting with a student on a one to one basis, the school counselor meets with students for mental health needs and determines if an outside referral is appropriate for long term therapeutic intervention.

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

At Westlake Elementary School, 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. Our school counselor also runs the "Lunch Bunch" group to encourage positive peer relationships and partakes in classroom activities that focus on mental health education and well being. The counselor also focuses on high needs groups such as our LGBTQ population by creating a safe environment for all students. This is achieved by posting and distributing "Safe Place" signs in classrooms, partaking in teacher trainings, creating and implementing gender plans, providing one on one support for LGBTQ students, advocating for their needs, providing access to a gender neutral bathroom in the nurse's office, and assisting in hosting a guest speaker from the Diversity Center to train and educate staff. The counselor also creates a strong working relationship with parents, when appropriate, to further support the needs of our 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.

Complaints are taken seriously and every effort is made to resolve them in a timely fashion. Complaint forms are available in the school office. Teachers are expected to hold regular class meetings that allow student opportunities to voice concerns, complaints, and have opportunities for meaningful participation in how classrooms are run. A thorough investigation of complaints is conducted when received including interviews of parties involved. Once a thorough understanding of the situation is reached, the complainant is notified of the findings and outcomes.

Site administrator will conduct a thorough investigation of all complaints. Parents of both victims and perpetrators will be notified about the incident and informed about available supports (if appropriate). 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).

Mental health professionals are available to any student that may have experienced a traumatic event. Our school psychologist, district social workers, School Resource Officer, and school counselor are available to support students. There are also outside service agencies such as Youth Services of Santa Cruz and Family Service Agency, Hospice of Santa Cruz, and or the Santa Cruz County Department of Mental Health that support students with suicidal ideation.

### **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 pandemic, 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 daily for COVID-19 symptoms at home before coming to school. 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.

#### **Getting to School:**

In keeping with Westlake's goal of fostering environmental awareness in our student body, we strongly urge parents and guardians to use alternative ways to driving to get children to and from school, such as walking or bicycling. If you must drive children to school, please carpool. Emphasize safety in every transportation mode you use.

#### **Crossing Guards:**

The Santa Cruz City Schools District, in conjunction with the Police Department, fund the position of a crossing guard, upon availability, every school day during arrival and departure times at the west crosswalk, across High Street from Moore Street to the Westlake entrance.

#### **Walking:**

We recommend parents and guardians accompany students in TK - 3 primary-grade students if they walk to and from school. Consult the walking routes map for Westlake for the best walking route to school from your neighborhood and back home from school. Teach children how to cross streets:

- At intersections
- In crosswalks when available
- With pedestrian crossing signal at light-signal controlled intersections.
- With crossing guard assistance when available.

#### Using the Passenger Drop-Off and Pick-Up Zone:

During drop-off and pick-up times, drop children off and pick them up at the white curb of the passenger drop-off and pick-up zone, which is along the sidewalk behind the Library Media Center. Keep traffic flowing in this zone. DO NOT leave your vehicle parked in the passenger drop-off/pick-up zone. If children are not present for pick-up at time of arrival, continue out of the parking lot, park on the street, walk up to find them, or circle the parking lot until they arrive.

#### Passenger Drop-Off/Pick-Up Zone Protocol and Safety:

Please take these safety precautions when dropping off or picking up children at the white zone curb.

Follow the directives of Westlake staff and volunteer curb assistants in the Westlake parking lot. Stop before the crosswalk at the entrance to the parking lot to wait for any pedestrians using the crosswalk. Wait in a single file line of cars for available space at the white zone curb. It is best to wait for all vehicles currently at the curb to depart. Drive as far as possible along the white zone before dropping off or picking up children. Yield to vehicles attempting to leave the white zone curb.

For everyone's safety, do not double or triple park in the drop-off/pick-up zone.

#### Visitors:

All visitors are required to sign in at the office, present identification if requested, and wear a visitors badge while on campus. Classroom observations by prospective families are available by appointment only.

Additional information about Safe Routes to School can be found at the City of Santa Cruz website:

<http://www.cityofsantacruz.com/government/city-departments/public-works/traffic-engineering/bicycle-pedestrian-facilities-and-programs/safe-routes-to-school>

## **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**