



COMPREHENSIVE SCHOOL SAFETY PLAN

Part I – Public Components

2022-2023

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Purpose of the Comprehensive School Safety Plan (CSSP)

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

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

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

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

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

The vision of SCHS is to nurture life-long learners who demonstrate critical thinking, creativity, integrity and personal responsibility as members of our school and greater community. We collaborate to ensure equity to achieve college and career readiness for all students.

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 Poirier	Principal from Santa Cruz City Schools
Kirsten Pohlman	Parent whose child attends the School
Anna Miller	Classified Employee
Trevor Kendall	Law Enforcement Agency Representative
Casey Denning	Other

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	12/14/2022
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	12/21/22
School Site Council approval of the Plan	12/21/22
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:

Secondary	Santa Cruz						
	15-16	16-17	17-18	18-19	19-20	20-21	21-22
Suspensions (Total #)	29	33	18	21	13	0	20
Expulsions (Total #)	4	3	0	4	0	0	0
No Suspension or Expulsion (Total #)	17	21	0	0	1		20
Students Who Committed an Offense (Total Undup #)	39	34	17	22	14		28
Offenses Committed (Total #)	52	59	18	26	8		44
Chronic Absentee Rate (%)	N/A	13%	15%	11%	9%	3%	18%
Discipline for Bullying and Harassment (Total #)	3	11	5	0	0	0	2
Discipline for Fighting/Physical Harm (Total #)	9	12	5	3	2	0	15
Discipline for Substance Abuse (Total #)	10	12	1	16	10	0	3
Incidents involvement Law Enforcement (Total #)	N/A	N/A	0	0	1	0	6

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:

Data was taken from our prior student information system, Illuminate and our current student information system Infinite Campus, and other sources such as CALPADS/ Data Quest/ CBEDS.

Suspensions were reduced from 21 to 13 between the years 2018-19 and 2019-20, and have been declining in recent years through restorative practices and changes made to the administrative regulations on drug usage. However, suspensions increased from 13 to 20 between the years 2019-20 and 2021-22, which could be due to the social-emotional toll on students brought on by the COVID Lockdown and online learning between 2020-2022. The chronic absenteeism rate has also increased by a 9 percentage points. Substance abuse and bullying incidents have remained low, which could be attributed towards our health curriculum and guest speakers from partnering community agencies such as Monarch Services, Encompass Drug Counselors, and Rainbow Speakers, to address harassment and consent. We also have two part-time mental health counselors to address the various challenges our students may be facing.

Santa Cruz High is working to address Chronic Absenteeism. For 2019-2020, the chronic absentee rate was at its lowest at 9% and the implementation of the Student Attendance Review Team (SART) is attributed to the success in the dropping rate. In 2018-19, the chronic absentee rate was 11%. For 2017-18, the rate was 15%. However, our chronic absentee rate has increased to 18% for the year 2020-2021. The chronic absenteeism rate is being addressed through the active work in this area, including informing parents about their children's attendance and truancy rates through letters and phone calls. Our campus supervisor meets with students at least twice a week to check in on absences and tardies and offers support in excusing absences and/or interventions to help improve. Additionally, appropriate referrals are made to the SCCS Student Attendance Review Board (SARB). The Student Attendance Review Team (SART) at Santa Cruz High has been able to track interventions and support for students struggling with attendance. The Student Attendance Review Team (SART) team is designed to provide a space for the multiple points of intervention on campus (Multi-Tiered Systems of Support Coordinators, Counselors, Counseling Staff, Paraprofessionals, and teachers) and they meet bi-weekly to discuss students who are in need of intervention around attendance and tardiness. The interventions are tiered by level of truancy. Each tier has an increasing interventions from initial contact with friendly discussion, to counseling services, to home visits and ultimately being referred to the Student Attendance Review Board (SARB).

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

The vision of Santa Cruz High is to nurture life-long learners who demonstrate critical thinking, creativity, integrity and personal responsibility as members of our school and greater community. We collaborate to ensure equity to achieve college and career readiness for all students

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.

Santa Cruz High School offers a wide variety of clubs and extra curricular activities. These include, but are not limited to, the Black Student Union, Latino Student Unions, Circle of Friends, Cooking Club, Counseling Services, ASB, Club Congress, Ghost Hunters Alliance, Medical Club, Theater Club, Math Club, Peer Tutoring, After School Tutoring, Mock Trial, Automotive Club, Bike Club, Interact Club, football, soccer, volleyball, baseball, swimming, softball, lacrosse, track and field, cheerleading, golf, tennis, choir, band, jazz band, and color guard.

Specific programs and supports for our LGBTQ students include a robust and visible Rainbow Alliance (Gay Straight Alliance), All-gender bathrooms, LGBTQ inclusive health and sex education curriculum, whole student body recognition of day of silence, National Coming Out Day, Kindness Week, guest speakers on motivation and happiness, Encompass services for drug and alcohol prevention, and school-wide assemblies that promote consent, anti-bullying and acceptance. Additionally, through The Safe Schools Project, in partnership with the Santa Cruz City Schools and the Santa Cruz County Office of Education, Santa Cruz High School is a pilot school for Model LGBTQ+ Inclusive Schools Program, which will help identify elements and strategies that make a school a Model LGBTQ+ Inclusive School.

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, evacuations, 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	1/19/23, 2/16/23
Lock Down Procedures	9/21/22, 10/27/22
Code Red Procedures	9/21/22, 10/27/22
Shelter in Place Procedures	10/20/22, 10/31/22
Earthquake Emergency Procedures	10/21/22, 2/28/23

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.

At Santa Cruz High School, teachers and selected staff are notified through a tile in Infinite Campus, the District's student information system. Teachers and staff are notified of current behavior events in person or via email, after a student is suspended or expelled. Teachers and staff are invited to request information from administrators at any time if they have safety concerns about their students. When students return from suspension we hold "re-entry" meetings. The purpose of the meetings are to set in place positive behavior plans with specific action steps for students to follow to maintain positive behavior. These meetings include parent(s), student, and administration.

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.

Specific programs and supports for our LGBTQ students include a robust and visible Rainbow Alliance (Gay Straight Alliance), All-gender bathrooms, LGBTQ inclusive health and sex education curriculum, whole student body recognition of day of silence, National Coming Out Day, LGBTQ Flag Raising Ceremony in June, and school-wide assemblies that promote consent, anti-bullying and acceptance.

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.

Rules and Procedures for School Discipline

Understanding that consequences and interventions represent "teachable moments" is fundamental to a positive approach to discipline. The goal of progressive consequences and interventions is the teaching of pro-social behavior. Progressive consequences seek accountability and behavioral change. Prevention of negative behavior occurs by helping students learn from their mistakes. Essential to progressive discipline is helping students who have engaged in unacceptable behavior to: 1) Understand why the behavior is unacceptable and the harm it has caused, 2) Understand what can be done to repair relationships of those harmed, 3) Understand what they could have done differently in the same situation, 4) Take responsibility for their actions, 5) Be given the opportunity to learn pro-social strategies and skills to use in the future, and 6) Understand the progression of more stringent consequences if the behavior reoccurs.

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

On October 26, 2022, administrators representing each school in the Santa Cruz School District collaborated with the Safety and Wellness Coordinator to complete the Comprehension School Safety Plan. A representative from Santa Cruz High School was present at the Districtwide Safety Collaboration meeting on 10/26/2022. Secondary admin have been attending the Incident Command Academy trainings from the 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.

Specific programs and supports for our LGBTQ students include a robust and visible Rainbow Alliance (Gay Straight Alliance), All-gender bathrooms, LGBTQ inclusive health and sex ed curriculum, whole student body recognition of day of silence, National Coming Out Day, and school-wide assemblies that promote consent, anti-bullying and acceptance. The C.A.R.E (Cardinals Advisory on Race and Equity) are developing micro-aggression statements to be posted for all classroom. In the second semester, C.A.R.E. will begin planning and facilitating lessons in classes in the Winter/Spring of 2023 on micro-aggressions.

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 the 2020-2021 school year the California Healthy Kids Survey (CHKS) and Social Emotional Health Survey (SEHS) findings are used as feedback around social/emotional and connectedness for our site.

Data to Celebrate

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School Engagement and Supports: School Connectedness 69% Freshman feel connected, 63% Juniors feel connected (SEHS).

Caring Adults in School: 65% Freshman have an adult they are connected with and 71% Juniors feel connected with an adult (SEHS).

Academic Motivation: 74% of Freshman feel motivated to do well in school and 70% of the Juniors feel motivated to do their best in school (SEHS).

School Safety: 72% Freshman feel very safe at school and 70% Juniors feel very safe at school (CHKS).

Data to Address

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Seriously Considering Attempting Suicide: 14% Freshman feel this is very true, 12% Juniors feel this is true (CHKS).

E Cigarette Consumption with Marijuana and THC: 17% Freshman have used, 31% Juniors have used (SEHS).

Sources For Obtaining Marijuana: 30% of freshmen state they can obtain from marijuana school 28% of Juniors stated they can obtain marijuana from school (SEHS).

Reasons For Missing School: 14% of Freshman felt very sad, hopeless, anxious, stressed, or angry, and 16% of Juniors felt very sad, hopeless, anxious, stressed, or angry (CHKS).

When comparing the Social Emotional Health Survey (SEHS) to the California Healthy Kids Survey (CHKS) there are some correlations. Both surveys show that Freshman have better coping skills and use less drugs as opposed to their Junior counterparts who are finding it more difficult to cope and are admitting to more drug and alcohol use. It is concerning that over a quarter of the student population has stated they have access to marijuana at school. As a school we are working with Monarch Services, Rainbow Speakers and our health curriculum to provide education of positive and sober methods to cope with emotional distress.

Mental Health Counselors

Social Workers

Threat Assessment

Monarch Services - Presentations

Diversity Center Rainbow Speakers - Presentations

Clubs and Social Groups

Spirit Weeks

Rallies

Theater

Sports: Co-Ed, Boys and Girls

Safety Plans for high risk students

Student Study Teams

Behavioral Student Study Teams for behavior intervention (Restorative practice)

Schoolwide Assembly for Consent and Drug and Alcohol Prevention

Encompass drug counseling

C.A.R.E. (Cardinals Advisory on Race and Equity)

M.I.R.J. (Motivational Interviewing Restorative Justice) training for staff

B.A.S.T.A. (Broad-based Apprehension, Suppression, Treatment and Alternatives)

Roles of Mental Health- Teachers and students can refer students to counselors, and students can receive counseling from a marriage and family therapist.

School Counselors - Provide emotional and academic counseling.

Social-Emotional Counselor - Provides mental health counseling.

School Resource Officers - Provide support from the local SC Police Department.

School Psychologist - Provide assessment for special education students and testing when warranted, also supports the Student Study Team process.

Encompass/Thriving Youth & Communities Counselors - provide support to students in need of drug/ harm reduction counseling.

B.A.S.T.A. Coordinator through the County Office of Education - Provides weekly group meetings with at risk students.

Checks in with them one-on-one weekly in and outside of school.

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

Specific programs and supports for our LGBTQ students include a robust and visible Rainbow Alliance (Gay Straight Alliance), All-gender bathrooms, LGBTQ inclusive health and sex education curriculum, whole student body recognition of day of silence, and National Coming Out Day, and school-wide assemblies that promote consent, anti-bullying and acceptance. At Santa Cruz High 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.

C.A.R.E. (Cardinals Advisory on Race and Equity)

M.I.R.J. (Motivational Interviewing Restorative Justice) training for staff

B.A.S.T.A. (Broad-based Apprehension, Suppression, Treatment and Alternatives)

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.

Specific programs and supports for our LGBTQ students include a robust and visible Rainbow Alliance (Gay Straight Alliance), All-gender bathrooms, LGBTQ inclusive health and sex education curriculum, whole student body recognition of day of silence, and National Coming Out Day, and school-wide assemblies that promote consent, anti-bullying and acceptance.

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. The Assistant Superintendent of Educational Services and the Assistant Superintendent of Human Resources will review all complaints.

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).

Students may report a need to visit with a Mental Health Specialist through a coordinated referral process communicated to all students/staff. Teachers are also able to submit a referral to the Mental Health Specialist directly or via the students counselor. Students are also provided a space weekly to speak to other students under the facilitation of a Mental Health Therapist for group therapy.

In the 2021-2022 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. SCCS has also partnered with Pajaro Valley Prevention and Student Assistance to expand opportunities to employ community agencies in better supporting our students with substance and mental health needs.

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:

Santa Cruz High School lies within an urban coastal neighborhood with major roads nearby including Laurel St. and Cabrillo Highway. The Santa Cruz High campus has multiple entry and exit points. There two primary routes for entering and leaving on California St. and Weeks St. Two secondary routes of entry are from California St. and Myrtle St. via Laurel St. and Chestnut Ave. Students, staff and faculty commute daily to Santa Cruz High via walking, biking, driving and public transportation. The Santa Cruz Metro bus stop is on the corner of California St. and Walnut Ave, adjacent to the campus. Campus supervisors monitor the safe entry and exit from the school grounds for students. Fencing has been installed to secure the inner perimeter of the campus (main building, math building, band room, home economics building, cafeteria, trident building, science building and the gymnasium). The auto and wood shop classes, jewelry, photography, and computer graphics are not enclosed within the perimeter. During the school day, walk through gates will be unlocked while drive through portions will remain closed and locked unless access is needed. School personnel will provide access when requested. During after school hours and on weekends/holidays, all gates will be locked. This is expected to substantially decrease incidents of trespassing on campus and reduce vandalism. Students are reminded and encouraged to travel along safe routes to and from school. They are reminded to travel in groups, using main thoroughfares. They are told to travel directly from home and back to home from school. Santa Cruz High School is an open campus for lunch time and breaks. Students walk down Walnut Ave. and Lincoln Ave. to go to Pacific Ave., downtown Santa Cruz, for lunch. Students also walk up to the gas station on the corner of Walnut Ave and Cabrillo Hwy.

In addition, the Santa Cruz Police Department, especially the assigned school resource officer, are visible each school day.

A. Primary Routes

1. Walnut Ave: This is the main entry and drop-off point in front of the school. There is a parking lot located for staff only off of California St. and at the school gym off of Myrtle Ave.
2. Weeks St.: Another primary route for dropping off students is at the intersection of Taylor and Weeks streets, near the back of the SCHS Cafeteria and in front of the adult education building. This is especially a point of entry for student drivers, who park on both Taylor and Weeks streets, in the absence of a designated student parking facility.

B. Secondary Route

1. California Street: Students are often dropped off near the Music Building on California Street.
2. Santa Cruz High Gym: Many students and staff members, especially walkers, use the the gym as and access to the main campus. The gym is accessible from Myrtle St. via either Chestnut St. or Laurel St.

C. Bus Routes

Santa Cruz High School students who live in Bonny Doon and Davenport use the Santa Cruz Metro bus system to get to and from school. Other students who require the bus as transport walk to the Metro Center on Pacific Ave. in downtown Santa Cruz to take the bus.

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