



*COMPREHENSIVE SCHOOL SAFETY PLAN*  
*Part I – Public Components*  
*2020-2021*

**District:** Santa Cruz City Schools  
**Superintendent** Kris Munro  
**Phone Number:** 831.429.3410  
**E-mail Address:** [superintendent@sccs.net](mailto:superintendent@sccs.net)

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## **Purpose of the Comprehensive School Safety Plan (CSSP)**

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

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

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

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

<http://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
Yvette Garcia	Principal from Santa Cruz City Schools
Steve Kingsley	Parent whose child attends the School
Elisa Gonzales	Classified Employee
Ruben Badeo	Law Enforcement Agency Representative

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	2/8/2021
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	2/4/2021
School Site Council approval of the Plan	2/4/2021
School District Board approval of the Plan	2/24/2021
Submission to Santa Cruz County Office of Education for audit review	3/1/2021

**Current Status of School Crime**

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

	<b>Bay View Elementary School</b>			
<b>Incident Type</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Suspensions (Total #)</b>	<b>1</b>	<b>9</b>	<b>19</b>	<b>15</b>
<b>Expulsion (Total #)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Chronic Absentee Rate (%)</b>	<b>17%</b>	<b>16%</b>	<b>17%</b>	<b>19%</b>
<b>Discipline for Bullying and Harassment (Total #)</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>Discipline for Fighting/Physical Harm (Total #)</b>	<b>0</b>	<b>6</b>	<b>17</b>	<b>46</b>
<b>Discipline for Substance Abuse (Total #)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Incidents involvement Law Enforcement (Total #)</b>	<b>N/A</b>	<b>0</b>	<b>0</b>	<b>1</b>

Findings from the analysis of the data presented above include:

Data shows 9 suspensions in the 2017-2018 school year, 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 three years. We attribute this to the numerous safety supports here at Bay View.

Chronic absenteeism was 17% for 2018-19 and 19% in 2019-2020. 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. This year we have a social work intern. The intern has been communicating with families to determine why students are not coming to school. 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.

## **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	2/9/21
Lock Down Procedures	3/16/2021
Code Red Procedures	3/16/21
Shelter in Place Procedures	3/16/2021
Earthquake Emergency Procedures	2/9/21

### Procedures for Emergency Use by Public Agency – BP 3516

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

### Suspension/Expulsion Policies – BP 5144.1

As documented in Board Policy 5144.1, the school desires to provide students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. Rules and regulations set the standards of behavior expected of students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion. Board Policy 5144.1 is included in the Appendix.

### Procedures to Notify Teachers of Dangerous Pupils – BP 4158

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

A tile, "Three Year Suspension Data", was added to our Student Information System to inform teachers of students on their rosters who have been suspended in the past 3 years.

### Nondiscrimination/Harassment Policy – BP 5145.3

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

Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics. Board Policy 5145.3 is included in the Appendix.

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

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.

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

Safety Plan Collaboration and Training offered by SCCS District Director of Student Services: January 28, 2021. Also, a training was offered by Santa Cruz County Office of Education: January 7, 2020.

#### **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 affects 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.

### **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.

#### **2020-2021 Student Wellness Survey Findings (district-wide data):**

Findings from three year district wide comparison show very little variance in responses over the past three years.

94% of students in Grades 3-5 report that they feel happy when in class.

98% of students in Grades 3-5 report that they feel grateful to go to their school.

72% of third graders, 57% of fourth graders, and 80% of fifth graders report that there is a teacher or an adult at school that they can talk to if they have a problem.

63% of third graders, 64% of fourth graders, and 76% of fifth graders report that they feel included in a lot of school activities.

#### **2019-20 Student Wellness Survey Findings:**

85% of third graders, 63% of fourth graders, and 70% of fifth graders report that they feel like they are a real part of the school.

72% of third graders, 57% of fourth graders, and 80% of fifth graders report that there is a teacher or an adult at school that they can talk to if they have a problem.

63% of third graders, 64% of fourth graders, and 76% of fifth graders report that they feel included in a lot of school activities.

#### **2017-2018 Student Wellness Survey Findings:**

86% of fourth graders and 73% of fifth graders report that they feel like they are a real part of the school.

72% of fourth graders and 83% of fifth graders report that there is a teacher or an adult at school that they can talk to if they have a problem.

65% of fourth graders and 74% of fifth graders report that they feel included in a lot of school activities.

Our school has adopted a tiered Positive Behavior Intervention and Supports (PBIS) system to promote positive school climate. We have identified the follow 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. In addition, students engage in ongoing activities that explicitly teach the definition of and provide opportunities for students to demonstrate Bay View Life Skills: "Compassion, Participation, Gratitude, Optimism, Integrity." 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 supports include 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 staff's 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 2018-2019 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 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, 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 work intern to provide Tier III mental health services to students.

In the 2020-2021 school year, an electronic "student support request" form was developed and used to collect referrals from staff for student support of all types, including social-emotional support. SCCS has also partnered with Pajaro Valley Prevention and Student Assistance to expand opportunities to employ community agencies in better supporting our students with 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:

When our school transitions into hybrid learning, we will provide supervision at all school entrances to ensure safety protocols (including social distancing and proper mask usage) are being followed. Health screening questionnaires and temperature checks will be administered prior to students entering campus. Students, staff, and guests will not be allowed on campus if they have temperatures over 100.4 or exhibit any COVID symptoms. If fever or symptoms occur after students, staff, or guests enter campus, individuals will be isolated in a designated waiting area until they can be picked up to leave campus.

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 onto campus at arrival time, and wait and supervise students until they board the bus at dismissal time.

Students arrive/leave via Bay St. and Palm St. Students are dropped off either in loading zone of front parking lot (Bay and Mission), or some parents park and escort their children on to campus. 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 and in the 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**