



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

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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:

- School Site Council
- X School Safety Planning Committee

Which includes the following members:

Name	Membership Role
Kris Munro	Superintendent
Robert S Greenlee	Principal from Santa Cruz City Schools
Craig Hanna	Parent whose child attends the School
Elliot Flores	Classified Employee
Ruben Badeo	Law Enforcement Agency Representative
Holly Butler	Other

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	February 10, 2021
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	February 18 and 19, 2021
School Site Council approval of the Plan	February 19, 2021
School District Board approval of the Plan	February 24, 2021
Submission to Santa Cruz County Office of Education for audit review	March 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:

De Laveaga Elementary School				
Incident Type	2016-17	2017-18	2018-19	2019-20
Suspensions (Total #)	9	13	7	2
Expulsion (Total #)	0	0	0	0
Chronic Absentee Rate (%)	13%	14%	14%	10%
Discipline for Bullying and Harassment (Total #)	0	0	0	0
Discipline for Fighting/Physical Harm (Total #)	0	13	6	2
Discipline for Substance Abuse (Total #)	0	0	0	0
Incidents involvement Law Enforcement (Total #)	0	0	0	0

Findings from the analysis of the data presented above include:

In 2018-19 we had 7 suspensions--a decrease from the previous year. Whenever possible, alternatives means for correction are used in lieu of suspension (i.e. parent conferences, intervention by school counselor and/or community coordinators, student study team collaboration).

For 2018-19, our chronic absentee rate was 12.5%. Our Chronic Absentee Rate was 14% during the 2017-2018 school year. This has been an area of growth for DeLaveaga Elementary School, and this year we have been focusing on improving our attendance. School based teams will continue to proactively monitor attendance patterns and provide appropriate interventions and support with the collaboration of Counselor, Community Coordinator, Teachers, and administration. School staff will continue to work with the Student Services Department in considering referrals of applicable students to the Student Attendance Review Board (SARB).

For the academic year 2019-2020 we again improved in our suspension and chronic absenteeism rates. We only had 2 suspensions (for fighting), and a 10% Chronic Absentee rate, an improvement of 4% from the prior two years.

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

Enthusiasm, Commitment, and Honor! At DeLaveaga, we believe that every child can learn. We believe every person has value and the potential to achieve their goals. Families are equal partners who support their children as well as the needs of the whole school community. We believe school should not only be safe, but fun, a place where each student wants to go each day. Our school reflects a diverse world in which all languages, cultures, talents and dreams are fostered and valued. Collaboration and effective practices support learning for all students. The transformative power of excellent teaching makes our beliefs become reality and promotes high levels of achievement 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.

At DeLaveaga we follow the Dragon Way--a Positive Behavior Intervention and Support (PBIS) program that promotes positive behavior in all areas of the school. In addition, we teach a problem-solving strategy called WITS (Walk Away, Ignore, Talk It Out, and Seek Help), for students to work-out their academic, behavioral and social issues. Our school counselor has developed lessons for both primary and upper grade classes to teach these skills. We emphasize the importance of a Growth Mindset and being optimistic. We have also implemented a Zones of Regulation program to help students self-assess how they are feeling, along with strategies to improve their emotional health. All of these programs and strategies are implemented school-wide by teachers, our school counselor, and administration.

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	Monthly drills from March 2021-March 2022
Lock Down Procedures	Staff training on March 16, 2021
Code Red Procedures	Staff training on March 16, 2021
Shelter in Place Procedures	Staff training on March 16, 2021
Earthquake Emergency Procedures	October 17, 2021

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.

At DeLaveaga, we implement a PBIS program entitled "The Dragon Way." This program stresses the importance of being Respectful, Responsible, Safe, and Ready to Learn. In addition, we use the Second Step curriculum at all grade levels (TK-5th). We implement safety drills on a monthly basis (fire, earthquake, Lockdown, etc.), to prepare students to be safe in an emergency. Another program that we implement is WITS (Walk Away, Ignore, Talk It Out, and Seek Help), where students learn to solve problems. Developing Optimism and Growth Mindset, along with Zones of Regulation are also a focus for this academic year. All of these programs are designed to provide a safe school environment. These proactive and innovative programs and practices are inclusive of all groups, including our LGBTQ community.

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.

Our Health Aide/Office has a extra supply of clothing in the event that students need to change inappropriate clothing. Parents are also notified if their student is wearing anything inappropriate.

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.

The Dragon Way is DeLaveaga's system for teaching and reinforcing appropriate behavior. Assemblies are conducted both at the beginning of the year, as well as after Winter Break, to review and reinforce what being Respectful, Responsible, Safe, and Ready to Learn looks like in all areas of the school. These school-wide expectations are reinforced through the use of Dragon Tickets and Awards Assemblies throughout the year. DeLaveaga Elementary School also employs a system of referrals to identify and track minor and major behavior incidents, with appropriate consequences.

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.

Many of the same programs we implement that help create a safe school environment also prevent bullying. In particular, the Second Step curriculum has lessons that directly address the issue of bullying. Our WITS program (Walk Away, Ignore, Talk It Out, and Seek Help) stresses the importance of "Seeking Help," or reporting bullying to school staff. We have a full staff of playground supervisor/monitors that oversee recess, lunch, and drop off and pick up times. We have provided information to students about bullying and what to do about it. We also seek input and support from our parent community to report any bullying incidents to our school office and administration.

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.

Using data from the 2016-2017 California Healthy Kids Survey (CHKS), we noted that students felt relatively engaged (52%-72%) and safe at school (86%). However, an area for improvement has been in the area of meaningful participation, where only 24% of students reported feeling like they participated in school in meaningful ways. In addition to the CHKS data, we also looked at the most recent Social Emotional Health (SEH) survey data from 2018-2019. Based on this data, which shows that over 20% of both 4th and 5th graders feel that, "if they have a problem at school it will get better," we will focus our efforts on increasing "Optimism," through school assemblies, classroom lessons, and by sharing ideas and resources at staff and grade level meetings.

We have the Dragon Way, WITS (Walk Away, Ignore, Talk It Out, and Seek Help), and Second Step Curriculum. We have also created a student leadership group that increased the level of student participation in school activities from 12 to 35 students. We have Buddy Classes which provide upper and lower grade students an opportunity to build relationships with each other.

Our school counselor and Bilingual Community Coordinator facilitate our Student Leadership group. Our school counselor also delivers lessons that teach social skills, problem-solving and conflict resolution.

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

In addition to our WITS (Walk Away, Ignore, Talk It Out, and Seek Help) program, we are promoting the development of Optimism and Growth Mindset this year to support the ongoing development of a positive school climate. All programs at DeLaveaga are inclusive of all students. At DeLaveaga 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.

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.

At the beginning of each school year, we notify parents of the Williams Act and the Uniform Complaint Procedure. We make these documents available to parents upon request. In addition, at the beginning of each school year, the principal communicates to parents his availability to meet with them to answer questions and address concerns. Principal contact information is published in monthly bulletins and on the school website. Monthly "Principal Coffees" are held to discuss general school questions and concerns. DeLaveaga has a full-time school counselor who is available to meet with individual, small groups, and whole classes to address social emotional issues, including LGBTQ issues.

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).

DeLaveaga Elementary School implements a "Tier," as well as a Student Study Team (SST), process in place which allows teachers to efficiently refer students that might benefit from mental health support/care. Tier meetings are team "staffing meetings" that include the school counselor, Intervention Specialist, Classroom Teacher, and school administration. Student Study Team (SST) meetings include the student's parents/guardians. Both processes are designed to develop student support plans that include accommodations and interventions so that the student can better access instruction. School staff is provided training on the referral process for students needing mental health support/care.

In the 2020-2021 school year, an electronic "student support request" form was developed and used to collect referrals from staff for student support of all types, including social-emotional support.

Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from school

In an effort to assure the safety and welfare of students, parents, and visitors to Santa Cruz City Schools, the following procedures should be followed when traveling to and from the school site:

- Daily Bus Drop-off & Pick-up at School:
- Students Walking to School:
- Students and Adults visiting the school site after hours or on weekends:

During the COVID-19 crisis, 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 for COVID-19 symptoms before entering campus and 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. There are also safety videos describing these measures.

At DeLaveaga Elementary School, the majority of our students walk, ride their bikes or scooters, or are transported by car to and from school. A small number of students arrive by bus, and are met at the bus stop and walked onto campus. We have playground and cafeteria supervision prior to the start of school. At the end of the school day, the bus students are supervised and walked to the bus. Students who are picked-up by car, wait in front of the school. A supervisor is present from dismissal until 3:00 pm each day, at which time any students that have not be picked-up are brought to the office to contact a parent or guardian.

All visitors are required to check-in and sign-in at the front office. All visitors are required to obtain a "Visitor" badge for identification purposes.

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