



COMPREHENSIVE SCHOOL SAFETY PLAN

Part I – Public Components

2023-2024

District: Santa Cruz City Schools
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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 sccs.net.

Plan Development and Approval

The Santa Cruz City Schools Comprehensive School Safety Plan has been developed by:

- X School Site Council
- X School Safety Planning Committee

Which includes the following members:

Name	Membership Role
Kris Munro	Superintendent
Debbi Puente	Principal from Santa Cruz City Schools
Joe Hedgecock	Parent whose child attends the School
Teo Lopez	Classified Employee
Trevor Kendall	Law Enforcement Agency Representative
Sue Moen	Other

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	1/15/24
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	1/24/24
School Site Council approval of the Plan	1/24/24
School District Board approval of the Plan	2/21/24
Submission to Santa Cruz County Office of Education for audit review	3/1/24

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	Branciforte Middle							
	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Suspensions (Total #)	7	33	32	22	17	0	11	20
Expulsions (Total #)	1	3	0	0	0	0	1	0
No Suspension or Expulsion (Total #)	4	8	0	16	23		7	
Students Who Committed an Offense (Total Undup #)	10	29	25	22	17		14	21
Offenses Committed (Total #)	13	46	32	40	29		18	57
Chronic Absentee Rate (%)	N/A	13%	13%	9%	10%	6%	22%	28%
Discipline for Bullying and Harassment (Total #)	3	4	0	1	3	0	4	3
Discipline for Fighting/Physical Harm (Total #)	2	20	10	11	15	0	5	4
Discipline for Substance Abuse (Total #)	2	6	6	11	3	0	1	
Incidents involvement Law Enforcement (Total #)	N/A	N/A	0	0	0	0	3	

22-23 data as of 3/13/2023; Discipline for Bullying and Harassment and Discipline for Fighting/Physical Harm counts are by unduplicated incident ID number, not student counts. Suspensions and Expulsions include In-School & Out-of-School Suspensions, total counts
 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:

22-23 Suspension and Expulsion: We saw an increase in suspensions this year. Our PBIS and student support teams continued to meet to address student behaviors and provide interventions to help mitigate and address concerns. We saw that our students were by and large struggling to regulate, so we took a therapeutic/restorative approach where we were able and provided constant messaging with students and parents.

22-23 Chronic Absenteeism: Our Chronic Absenteeism increased by 6%. Our Student Support Team and attendance/health clerk continued to monitor student absences to provide support and intervention as necessary. Any chronically truant students who are not responding to interventions are referred to the Student Attendance Review Board to discuss the concerns and provide next steps.

22-23 Behavior - Our site continued to use our behavior expectations - Honorable, Sensible, Safe - as our guiding tenets. We provided messaging to the students around this and incentivized/rewarded the behaviors through weekly drawings. We also continued to implement alternative consequences to suspension per updated administrative regulation regarding Drugs and Alcohol and it remains our belief that the purpose of discipline is to change behavior, not punish, and that there are better means of changing behavior than suspension. We want our students to grow and learn from their poor decisions so that such decisions are not repeated. As a result, students often receive consequences that are more closely aligned with their offense (other than suspension) and that reflect a more restorative practice approach. Prior to distance learning, we were below the previous year's suspension total and only students in our SAIL therapeutic program had multiple suspensions, primarily related to Bullying/Harassment and Fighting/Physical Harm.

22-23 Chronic Absenteeism: Our student support team continued to make this our primary focus. We used all hands on deck, twice weekly, to do real-time outreach to students who were chronically absent and created plans and incentives to help the students get to school. Students who did not respond to our interventions were referred to our Student Attendance Review Board for additional support and accountability.

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

Mission Statement: Our Why!

At Branciforte Middle School, we promote academic and social growth for all students as we prepare them to become responsible, compassionate, and empowered citizens of the future.

Vision: What must our school become to accomplish our mission?

- **Nurturing and Inclusive Culture:** We cultivate an environment where every student is valued, supported, and respected. We celebrate diversity and promote inclusivity, recognizing that our differences make us stronger. Our school is a place where students feel safe, heard, and embraced.
- **Safety and Well-Being:** The safety and well-being of our students are paramount. We are dedicated to creating a space where students can learn and grow without fear, knowing that their emotional and physical safety is a top priority.
- **Rigorous Academics:** We set high academic expectations and provide challenging coursework everyday to equip our students with the skills and knowledge they need to excel in the modern world. Our curriculum is designed to foster a lifelong love of learning and curiosity about the world.
- **Life-Preparing Education:** We understand that education is not just about academics; it's about preparing our students for the complexities of life beyond our walls. We offer real-world learning experiences, instilling problem-solving skills, critical thinking, and practical knowledge that will serve them well in their future endeavors.
- **Equitable Attainment:** We are committed to ensuring that all students, regardless of their background, have access to the same opportunities and resources. Equitable outcomes are central to our purpose and we aim to bridge educational gaps and promote academic growth for all.
- **Strong Sense of Self:** We believe that a strong sense of self is the foundation for personal growth and success. Our students are encouraged to explore their interests, talents, and passions. We empower them to discover their unique strengths and to build self-confidence.
- **Eye Toward Growth:** We understand that productive struggle is a natural part of the learning process. We aspire to instill a growth mindset in our students, encouraging them to view setbacks and challenges as opportunities for new learning and development.

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 Branciforte Middle School we have a multitude of committees, systems, curriculum, and clubs to help support a safe learning environments. Examples include but are not limited to: Positive Behavior Intervention and Supports (PBIS), School Clubs, The Muskaqueers (GSA), Flying of the LGBTQ Rainbow Pride Flag in the month of May, celebrate LGBTQ history in the month of October, Climate Index Survey, Purple Dots on Library books to indicate LGBTQIA-friendly content, Counseling Services, Afterschool Academic Achievement, Response to Intervention/Multi-Tiered Systems of Support, Orientation, BTV, Assemblies, SCIL, Family Life Curriculum and Nightmare on Puberty Street schoolwide assembly, Regular meeting of School Support Team, Admin. attendance at LGBTQ Task Force and Superintendent's Student Advisory on Race and Equity. Addition of fulltime Social Emotional Health Counselor, Second Step SEH curriculum used schoolwide in all departments, Social Emotional Health Survey schoolwide, yearly, and California Healthy Kids Survey Survey in 7th grade every other year

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	10/25/23, 12/6/23, 2/21/24, 5/1/24
Lock Down Procedures	1/17/24, 2/9/24
Code Red Procedures	1/17/24
Shelter in Place Procedures	1/17/24, 2/9/24
Earthquake Emergency Procedures	12/12/23, 3/27/24

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.

Our site is committed to supporting students through schoolwide expectations and systems to help prevent behaviors that would lead to suspension or expulsion. Our student support team meets regularly to discuss student behavior supports. "Re-entry" meetings are conducted for all suspensions with the intent of moving forward in a positive fashion. The administration conducts an assembly at the start of each year to inform students of what are considered suspendable/expellable events. This is also shared with parents and reiterated throughout the year. 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.

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.

The administration contacts teachers, as needed, to inform regarding any students who may pose a danger in the classroom due to crimes or offenses. Additionally, 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. In addition, our staff

receives training on "Dangerous Objects" to inform on how to address situations where students may pose a threat or possess weapons.

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.

Examples of committees, programs, and systems that are meant to promote non-discrimination/harassment include, but are not limited to: Positive Behavior Intervention and Supports (PBIS), School Clubs, The Muskaqueers (GSA), Counseling Services, AAA, Response to Intervention/Multi-Tiered Systems of Support, Orientation, BTV, Behavior Expectation Assemblies, SCIL, Family Life Curriculum, Planner, Regular meetings of the Student Support Team, LGBTQIA Task Force, Superintendent's Student Advisory on Race and Equity, Multilingual and Cultural Student Celebration Committee

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.

Santa Cruz City Schools is committed to the emotional and physical well-being of all students. As such, we believe student dress should be appropriate for school and not disrupt the learning environment.

This dress code policy aims to create a safe, respectful, and professional environment for all students while also addressing specific safety concerns related to gang-associated attire, and attire that promotes drugs, alcohol and violence.

Note: School-directed changes to a student's attire or grooming should be the least restrictive and disruptive to the student's school day. Any school dress code enforcement actions should minimize the potential loss of educational time. The administration and enforcement of the dress code will be race and gender neutral and consistent.

SCCS students may NOT wear clothing or jewelry to school or at school events that:

- Depicts or suggests any illegal activity for minors, is explicit, portrays obscenities or nudity, or promotes drugs or alcohol and/or their use
- Relates to gang activity or clothing that may intimidate others, or provoke others to acts of violence.
- Poses a threat to others, such as physically dangerous articles of clothing or jewelry.
- Any clothing, jewelry, backpack (etc.) depicting firearms and weapons.
- Beanies that roll down into ski masks

Consequences for violating this dress code are as follows:

Students found in violation of the dress code policy will be asked to change or remove the offending clothing item/accessory and may require a parent to pick up the article of clothing and a student/parent conference with staff.

Repeated violations may result in disciplinary action, including but not limited to counseling, restorative “repairment” (tasks, projects or initiatives that benefit the school environment), and suspension.

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.

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.

Additionally, we have has a Positive Behavior Intervention Systems (PBIS) Team of teachers, counselors, and parents of students. We have a Behavior Matrix (clear descriptions of what expected behavior looks like in every area of the school), and a Behavior Flow Chart (which defines what a minor vs major behavior is, and provides the staff with possible intervention steps for minor behaviors and how to address them). Our PBIS team is also engaged in PD this year related to restorative practices in an effort to help students work through problem behavior and learn/grow from it.

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

An administrator from Branciforte Middle School worked with other district secondary administrators and the Safety and Wellness Coordinator on Safety Plan Collaboration and Training offered by Santa Cruz County Office of Education.

Bullying Prevention – BP 5131.2

As documented in Board Policy 5131.2, the Board of Education is committed to creating a safe learning and working environment for all students and employees. The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or groups of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Board Policy 5131.2 is included in the Appendix.

Strategies and programs unique to Santa Cruz City Schools that prevent bullying for all students, including LGBTQ students.

Examples of committees, programs, and systems that are meant to prevent bullying include, but aren't limited to:

- Positive Behavior Intervention and Supports (PBIS)
- School Clubs
- Counseling Services
- Response to Intervention/Multi-Tiered Systems of Support
- Family Life Curriculum,
- AAA
- Orientation (Beekeepers)
- Recognition Assemblies
- FTE for Connectedness, after school sports,
- Trauma Informed Classrooms
- School-wide participation, messaging during Anti-Bullying month, messaging during United Against Hate week, Expect Respect messaging on our weekly school wide TV program
- Second Step Curriculum taught school wide in all departments.
- Superintendents Advisory Task Force on Race and Equity.
- Specific programs and supports for our LGBTQ students include a robust and visible Gay-Straight Alliance (GSA), All-gender bathrooms, counseling services, Whole student-body recognition of day-of-silence, assemblies that promote anti-bullying and acceptance. Safe Space stickers for all of our classrooms and spaces.
- Digital Citizenship and online behavior expectations were added to our messaging and behavior matrix.

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.

The Social Emotional Health Survey (SEHS), given in Fall of 2023, provided students the opportunity to weigh-in on their relationship to school, as well as their social-emotional well being. Our student support team used that data to identify students at different levels of need and created a triage list of priority students to follow up with.

Here's a snap shot some of that data:

I am happy to be at my school-84% of 6th grade students agreed, 81% of 7th graders agreed, 74% of 8th grade students agreed

I feel like I am part of my school-89% of 6th graders agreed, 82% of 7th graders agreed, 79% of 8th graders agreed

When I have problems or challenges, I feel like there is an adult to help me-86% of 6th graders agreed, 78% of 7th graders agreed, 80% of 8th graders agreed

I feel connected and engaged with school-85% of 6th graders agreed, 81% of 7th graders agreed, 80% of 8th graders agreed

The teachers at my school treat me fairly-93% of 6th graders agreed, 85% of 7th graders agreed, 82% of 8th graders agreed

I feel that teachers and administrators care about all students-93% of 6th graders agreed, 74% of 7th graders agreed, 74% of 8th graders agreed

I feel left out of things at school-5% of 6th graders said true most of the time, 6% of 7th graders said true most of the time, 8% of 8th graders said true most of the time.

Examples of committees, programs, and systems that are meant to promote inclusion and a positive school climate include, but aren't limited to:

- Positive Behavior Intervention and Supports (PBIS)

Grade level meeting to discuss students of concern and team interventions to support them

- School Clubs
- LGBTQ club-Muskaqueers
- Golden tickets, good news postcards, recognition assemblies, student store
- Counseling Services
- Peer tutoring

Office hours

All grade level hiking field trips

- AAA

Response to Intervention/Multi-Tiered Systems of Support

- Orientation (Beekeepers)
- BTV
- Assemblies
- SCIL

PD strand teams

FTE for Connectedness

- After school sports
- Restorative practices aligned with discipline matrix
- Our student support team meets weekly to discuss student data such as attendance, academic interventions, discipline and social/emotional concerns.

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.

At Branciforte Middle 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. Other supports in place to enhance school climate include the implementation of Positive Behavior Intervention and Support (PBIS), School Clubs, Counseling Services, AAA, Response to Intervention/Multi-Tiered Systems of Support, Orientation (Beekeepers), BTV, Assemblies, SCIL, FTE for Connectedness, after school sports, and integrated social emotional learning.

Specific programs and supports for our LGBTQ students include a robust and visible Muskaqueers (Gay Student Alliance), All-gender bathrooms, counseling services, whole student-body recognition of day-of-silence, assemblies that promote anti-bullying and acceptance.

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.

Our site leadership and counseling teams immediately address and investigate complaints. All complaints are taken seriously in an effort to find resolutions to promote safety for all students. We work in partnership with our district administration and follow board policy. Specific efforts are made to ensure that LGBTQ students are supported mentally, emotionally, and physically at our site and that they are aware of their rights and available supports.

A site administrator will ask families if they would like to file a formal complaint and inform them of where to find procedures and forms 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 Support Support Team, including our Counselors, Social Emotional Counselor and School Social Worker meet weekly to discuss students of concern. In these meetings we address student trauma and ensure that students who have witnessed violent acts are seen regularly and that we provide wrap-around services with outside agencies as needed.

Additionally, the Branciforte teaching staff will be re-trained in Trauma Informed/Brain-based learning to bring strategies to our classrooms to support students who have experienced trauma. Additionally, our staff provides integrated SEL lessons part of classroom instructional practices.

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:

There are several students who arrive and depart by bus at our site. There is a clearly marked area designated for this.

Students arrive on campus in various ways. Walkers have crosswalks available at the corner of Melrose and Poplar; there is a four way stop at that corner. There is a crosswalk giving access to the center of campus at Poplar and Hammond. Slow School signs are placed in all directions from campus. Bicyclists and skateboarders, once on campus, have a bike cage and a skateboard shed to secure their bikes and skateboards. They are encouraged to have heavy-duty locks and cables. Our campus supervisor or other school personnel stay at the cage until all students have arrived in the morning and is stationed at the cage after school for safety. In addition, site admin are stationed at both gates from 8:00-8:30 every morning to greet students as they enter and ensure safety.

Students and Adults visiting Branciforte after hours or on weekends are encouraged to follow the same safety guidelines.

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