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).

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

Plan Development and Approval

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

X	School Site Council
X	School Safety Planning Committee

Which includes the following members:

Name	Membership Role
Kris Munro	Superintendent
Greg O'Meara	Principal from Santa Cruz City Schools
Ana Paula Santee	Parent whose child attends the School
Lori Vienna	Classified Employee
Curtis Harrison, Sheriff Deputy	Law Enforcement Agency Representative
José A. Quevedo	Other

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	1/11/24
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	1/17/24
School Site Council approval of the Plan	1/24/24
School District Board approval of the Plan	2/28/24
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	*Soquel*							
	15-16	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**
Suspensions (Total #)	55	62	56	101	43	1	15	33
Expulsions (Total #)	8	2	4	2	1	0	1	0
No Suspension or Expulsion (Total #)	13	14	0	20	8		6	20
Students Who Committed an Offense (Total Undup #))	57	54	47	91	38		21	45
Offenses Committed (Total #)	77	82	61	123	47		24	53
Chronic Absentee Rate (%)	N/A	12%	13%	12%	12%	6%	21%	22%
Discipline for Bullying and Harassment (Total #)	2	5	5	10	5	0	0	6
Discipline for Fighting/Physical Harm (Total #)	9	16	19	15	15	1	3	7
Discipline for Substance Abuse (Total #)	20	21	19	59	23	0	11	24
Incidents involvement Law Enforcement (Total #)	N/A	N/A	8	4	5	0	2	6

22-23: 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:

The data shows that the number of student suspensions doubled between the 21-22 and 22-23 school year. This data shows that compared to other years, the number of suspensions is lower but is on the rise. The data also shows our rate for discipline for fighting and physical harm have increased but are significantly lower when compared to the years before distance learning. Discipline for substance abuse has also declined when compared to previous years. We are continuing to educate students about the negative effects of substance abuse and we are referring all students who are in possession or under the influence of drugs or alcohol to our Thriving Youth Community partners.
Our chronic absenteeism rate has maintained at 21%-22% Compared to the 18-19 and 19-20 school years this rate shows a significant increase. Soquel High continues to work on improving our attendance supports and interventions by identifying truant students during the Intervention Team meetings, working with students and families who need these supports, and by offering Saturday School opportunities during the school year for students to clear their attendance.
When addressing discipline issues at Soquel High School, the administration team uses a discipline matrix that bases its consequences on restorative justice practices which addresses site behavioral issues while promoting a positive school climate.

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
Soquel High is a diverse, creative, and professional learning community that encourages and supports all Knights to achieve intellectual and personal excellence, and to be prepared for college, career, and society.

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.
Since July 2020, a core group of Soquel High students have participated in an Advisory Committee on Race and Equity and have been meeting monthly with other student representatives and administrators from the secondary schools in our district, and with our school district's cabinet leaders, including Superintendent Munro. This Student Advisory on Race and Equity Team has presented information and conducted PD opportunities for our teachers during every faculty meeting.

Soquel High School also provides a safe learning environment for our LGBTQ students by allocating gender neutral restrooms, providing a Gay Straight Alliance (GSA) Club, hosting a National Coming Out Day and the Queer Youth Awards. Moreover, the social studies department includes Queer Civil Rights in their curriculum and the English Department has access to a selection of novels that cover queer topics. In addition, at Soquel High we have acknowledged, respected, and celebrated October as LGBTQ History month in which we held a Rainbow Flag Raising Ceremony. We have also increased the number of socio-emotional health specialist to provide additional support for our student members of the LGBTQ school community.

Soquel High School hosts the central office for the area's school resource officer, a sheriff deputy who is usually at school during the week. We have two Campus Supervisors that monitor our school campus, school parking lots, and areas surrounding the campus consistently. All three administrators, school resource officer, head custodian, both campus supervisors, and two classified staff members meet weekly to address current school needs, especially any safety concerns. In addition, an administrator participates in a monthly district Safety Meeting and a monthly Facilities meeting to address resources and supports needed to ensure safety at the site level. Soquel High School also offers Health classes, which is a graduation requirement for Santa Cruz City Schools. Students enroll in Health as Freshman and the course covers topics such as anti-bullying, non-discrimination, sexual harassment, sexual orientation, and gender

expression. In addition, faculty and staff are trained annually during staff meetings in protocols and laws surrounding non-discrimination and harassment.

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	Sept. 4, 2024, Nov. 6, 2024, Jan. 22, 2025. March 5, 2025
Lock Down Procedures	Aug. 28, 2024 and Feb.06, 2025
Code Red Procedures	Aug. 14, 2024
Shelter in Place Procedures	April 17, 2024
Earthquake Emergency Procedures	Oct. 17, 2024, February 20, 2025

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.

All teachers have been given access to the student behavior incidents as per California Education Code 49079 by including a virtual flag next to the student's name in Infinite Campus, our student information database. In addition at Soquel High, when a student returns from a suspension, a re-entry meeting is held which includes the student, a family member, a counselor (if needed) and a school administrator. During the meeting, we review the behavior expectations for the student and an actionable plan in support of the student to ensure his/her success at school.

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.

At Soquel High School, teachers and selected staff are notified by displaying a red, digital flag with 49079 next to a student's name in Infinite Campus, our student information platform. 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.

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.
Since July 2020, a core group of Soquel High students have participated in an Advisory Committee on Race and Equity and have been meeting monthly with other student representatives and administrators from the secondary schools in our district, and with our school district's cabinet leaders, including Superintendent Munro.

Soquel High School also provides a safe learning environment for our LGBTQ students by allocating gender neutral restrooms, providing a Gay Straight Alliance (GSA) Club, hosting a National Coming Out Day and the Queer Youth Awards. Moreover, the social studies department includes Queer Civil Rights in their curriculum and the English Department has access to a selection of novels that cover queer topics. Soquel High staff members receive professional development opportunities on maintaining. safe and inclusive classroom environments. Additionally, all teachers are supplied with posters and banners to display in both the physical and virtual environments indicating a safe place for our students.

Soquel High School also offers Health classes, which is a graduation requirement for all Santa Cruz City Schools students. As freshmen students enroll in Health courses, which require curriculum such as: anti-bullying, non-discrimination, sexual harassment, sexual orientation and gender expression. In addition, faculty and staff are trained annually during staff meetings in protocols and laws surrounding non-discrimination and harassment.

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.

In December of 2023, Santa Cruz City Schools updated the dress code in the Middle and High Schools. The dress code was created in consultation with our School Resource Officers. Among the updates, it specifically prohibits clothing that: depicts illegal activity or violence, advertises alcohol, tobacco, firearms or cannabis, intimidates or provokes others, and portrays affiliation with gang activity. A copy of the updated version of the dress code was emailed to all families in the district and it is available at Soquel High School.

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.

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

There is an open and on-going collaboration with the MTSS Safety and Wellness Coordinator as well as with the Director of Student Services to complete the Comprehension School Safety Plan. The Soquel High School Safety Committee continuously reviewed and provided input during the bi-monthly safety meetings. Soquel High School's School Site Council was briefed with the safety plan on January 17, 2024. Additionally, Spanish-Speaking parents were invited to review the plan during the January 17, 2024 ELAC meeting.

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.
Since July 2020, a core group of Soquel High students were invited to participate in the district's Superintendent's Student Advisory on Race and Equity. These students meet monthly with student representatives and administrators from the secondary schools in our district, as well as the district office administrative staff including Superintendent Munro.This Student Advisory on Race and Equity Team has presented information and conducted PD opportunities for our teachers during every faculty meeting.

We have also collaborated with United We Dream, an organization that supports undocumented students. This organization along with site staff create opportunities for students to participate in school activities that bring information and awareness of this topic to all students and staff.

Soquel High School also provides a safe learning environment for our LGBTQ students by allocating gender neutral restrooms, providing a Gay Straight Alliance (GSA) Club, hosting a National Coming Out Day and the Queer Youth Awards. Moreover, the social studies department includes Queer Civil Rights in their curriculum and the English Department has access to a selection of novels that cover queer topics.

Soquel High School also offers Health classes, which is a graduation requirement for all Santa Cruz City Schools students. Freshmen enroll in Health and the required curriculum offers pertinent lessons centered on anti-bullying, non-discrimination, sexual harassment, sexual orientation and gender expression. In addition, faculty and staff are trained annually during staff meetings in protocols and laws surrounding non-discrimination and harassment.

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 latest Social Emotional Health Survey (SEHS) was administered to our 9th - 12th graders in the Fall of 2023. This comprehensive screening tool allows for effective Universal Screening in multiple areas of student well being. Specific indicators relating to School Connectedness are noted below. These indicators are broken down by grade level:

Percentage of students who feel happy to be at school

9th grade: 84%
10th grade: 81%
11th grade: 76%
12th grade: 74%

Percentage of students who feel that teachers treat them fairly

9th grade: 95%
10th grade: 87%
11th grade: 88%
12th grade: 86%

Percentage of students who feel to be part of their school

9th grade: 88%

10th grade: 83%
11th grade: 82%
12th grade: 73%

Percentage of students who feel connected and engaged at school

9th grade: 85%
10th grade: 79%
11th grade: 79%
12th grade: 69%

Percentage of students who feel that when they have problems or challenges, there are adults at school to help and support them

9th grade: 84%
10th grade: 79%
11th grade: 76%
12th grade: 82%

Percentage of students who describe their satisfaction with their school experience

9th grade: A little satisfied, 26%   Satisfied, 41%   Very satisfied,14%
10th grade: A little satisfied, 30%   Satisfied, 35%   Very satisfied,10%
11th grade: A little satisfied, 29%   Satisfied, 34%   Very satisfied, 9%
12th grade: A little satisfied, 31%   Satisfied, 36%   Very satisfied, 7%

While data reflects Soquel High School to be an encouraging environment in the area of school connectedness, it will serve our students well to increase student perception of adults believing in their success.

This year, we Soquel High formed the Intervention team to explore ideas to support all students in an ever-growing diverse student body. These teachers meet twice a month to explore and share activities that promote inclusion, equity, and acknowledgement of our students' identity. Despite being in a pandemic where our school activities are done virtually, our Link Crew, led by two of our teachers, held a virtual Freshman orientation for our incoming students. Both of these teachers also have continuously developed student leaders who in turn run activities with our freshmen and check in with them as they transition to our school. We have also added the Climate and Culture Committee that supports staff in the development of their positive classroom and, as a result, a positive school culture.

Soquel High School has a Part time Activities Director position. Additionally we have a Full time Athletic Director position, a full time School Community Coordinator, a District Social Worker, a mental health specialist, one Social Work interns, and two bilingual para educators. Soquel High School also has a strong College-going culture support, including a strong AVID program, Math Plus and English Plus classes before school, Math and English support classes three times a week after school, after-school library supports in the library Tuesday through Friday, Student Leadership class, and student athletic programs and clubs.

Soquel High's Counseling and Guidance Department provides a proactive, comprehensive, and developmentally appropriate program of planning and support for students' academic and career goals and social-emotional well being. Soquel High's Counseling program partners with parents/guardians, all school staff, community members and other stakeholders to teach and reinforce academic and social-emotional goal setting, planning, persistence, self-awareness and reflection, and helping self and others. The Soquel High Guidance and Counseling department provides a welcoming and safe environment for our students to receive a full range of academic and emotional supports. Our Counseling staff is available throughout the day and often during evenings and weekend events to provide academic, personal, social and career counseling to students. Soquel High Counseling and Guidance staff includes three full-time (two of them bilingual) and one part time counselors, a part-time Career Technical Education Counselor, a Bilingual School Community Coordinator, a Bilingual Counseling Secretary, a Registrar and an Assistant Principal of Counseling and Guidance. Soquel High takes a proactive approach to establishing the behavioral supports and school culture needed for all students to achieve social, emotional, and academic success. Behavior management is focused on ensuring a safe environment where students can learn and thrive academically and socially, and where consequences are progressive, providing opportunities for students to practice making better choices.

Educators work with students to create an environment of mutual trust and respect and the emphasis is one where students work to repair harm and restore relationships with each other and adults on campus. Examples of community accountability practices include student-teacher conferences, student reflection forms, and conflict resolution. The impact of the this approach has been an overall decline in total behavior events over the last five years. Since the 2017-2018 school year, Soquel High administration moved toward in-house suspension for many behavior incidents that would have otherwise resulted in out of school suspension. This transition has allowed more students to remain on campus, and continue access to academic and social-emotional supports. The Student Services department includes two Campus Supervisors, an Assistant Principal's administrative assistant, and an Assistant Principal of Student Services. Soquel High has also allocated a classroom space to place students with direct access to a counselor if they need support while in-school suspended.

Our school counselors, school resource officer, and social worker work closely with our students, especially our at-risk students, by providing counseling, doing welfare checks, and meeting with their families as needed.

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

At Soquel 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.

Soquel High School also provides a safe learning environment for our LGBTQ students by allocating gender neutral restrooms, providing a Gay Straight Alliance (GSA) Club, hosting a National Coming Out Day and the Queer Youth Awards. Moreover, the social studies department includes Queer Civil Rights in their curriculum and the English Department has access to a selection of novels that cover queer topics.

Soquel High School also offers Health classes, which all Freshmen students take, cover anti-bullying, non-discrimination, sexual harassment, sexual orientation and gender expression. In addition, faculty and staff are trained annually during staff meetings in protocols and laws surrounding non-discrimination and harassment.

Additionally, we have created opportunities to experience cultural events. Students and staff participate in the yearly Día de los Muertos (Day of the Dead) event at school where we expose our students to a rich tradition where culture, music, and food are part of it. Soquel High also welcomes all our students to join the Folklórico dance group where our

students learn and practice traditional dances from México. Students had the opportunity to make traditional sugar skulls that complement this event. We also had our first ever "Day of the Water" event in which our school community gets to taste the different aguas frescas and learn about the process of making them. Additionally,the Soquel High Mexican music ensamble continues to play music at the previously mentioned events, including our Multicultural Graduation and Back to School Night.

We also have one social worker and a full time mental health specialist to provide support to our at-risk students.

Uniform Complaint Procedure – BP 1312.3
As documented in Board Policy 5137, the Board of Education recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation. Board Policy 1312.3 is included in the Appendix.

Strategies and programs unique to Santa Cruz City Schools that encourage early resolution of complaints for all students, including LGBTQ students.

Student and family complaints can be communicated in a variety of ways: in-person contact with administration and office staff or via email, phone, or mail to site administrators or the district office. At the site level, the principal is the designated person to review complaints. At the district level, the Director of Student Services reviews complaints involving students, and the Assistant Superintendent of Human Resources is the designated person to review complaints involving staff.

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).

There is a coordinated process for referring students for mental health care and support. Teachers and staff submit counseling referrals for students needing social-emotional support. At Soquel High, we have a Bilingual School Community Coordinator, a district social worker, and a social work intern who work closely with students and their families to address mental-health needs. Referrals to outside agencies are facilitated as appropriate. Student Study Team (SST) meetings, attendance meetings, and counseling intervention meetings are held to address social emotional concerns for students. Counselors also make appropriate referrals to outside community-based counseling programs. Soquel High School has also created a Threat Assessment Team, which includes site counselors, the school psychologist, site administration, district social worker, and school resource officer. Site administration and counselors were also trained on the county Threat Assessment protocol.

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 (PVPSA) to expand opportunities to employ community agencies in better supporting our students with substance and mental health needs. In addition, we have hired a full time socio-emotional specialist, and currently have counseling and social wok interns to provide support. We also have multiple clubs at school that offer a diverse array of opportunities for students to explore activities of their choice.

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:

Students who are dropped off/picked up by the school bus daily do this by entering via Old San Jose Rd and then by entering the access to the Santa Cruz County classrooms, on the west side of the school. Students arrive/leave by motor vehicle via Old San Jose Rd. Students are dropped off in front of the school in the drop off area. Students that walk to school enter through the trail close to Soquel Ave. and through the trail by the football stadium. Campus supervisors monitor student ingress and egress in the morning and after school.

Visitors must check in with the office to receive a visitors pass which must be visible at all time. Bilingual staff members at Soquel High School are available to provide interpretation.

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