

SPRING 2016

SBHS SAFE MAPPING
RESULTS AND EVALUATIONS



In partnership with San Benito High School



Community Solutions

Our organization was founded in 1972 as the Morgan Hill Community Unity Center, offering youth development programs in Gilroy and Morgan Hill. Since 1981, our Solutions to Violence Division provide empowerment-based services to strengthen and support survivors of intimate partner abuse, sexual assault, and human trafficking crimes. We also provide presentations and outreach services to educate schools, groups, and the community on sexual assault, intimate partner abuse, bullying, and human trafficking.

Community Solutions' Solutions to Violence Division has promoted awareness and understanding of intimate partner violence, sexual assault and child abuse. We have provided Child Abuse Prevention (CAP) and Teen Assault Awareness Program (TAAP) programming since 1983 in Santa Clara and San Benito Counties. Our agency has been funded to provide Rape Prevention Education for the past nine years. For the past two years, we provided CAP and parent presentations to residents in San Benito County. Since 2012, we have partnered with San Benito High School (SBHS) to provide the *In Touch With Teen (ITWT)* program to their students.

The Problem in San Benito County

Sexual assault and domestic violence are significant problems in San Benito County. Domestic violence represents the single most frequent reason for emergency police calls compared to any other incident, with more than 350 per year. According to the California Women's Well-Being Index, the average annual sexual assaults in San Benito County in 2014 was 52.7 per 100,000 population. California's rate was 24.4/100,000 in 2014 according to the California Attorney General. There were 16 rapes in Hollister in 2014, according to the Hollister Police Department. According to the Status of Women in San Benito County report, in 2013 27% of women surveyed had been victims of domestic violence. The problem is much worse in among Oaxacan residents where more than 50% had experienced domestic violence.

The Lucile Packard Foundation for Children's Health published KidsData.org which presents data by grade level on youth who have been hit, slapped or intentionally hurt by a boyfriend or girlfriend in the past year and reported it to law enforcement. Emotional abuse is not reported. The most recent report (2011-2013) shows the percentage of San Benito County High School youth who have experience dating violence is: 4.2% of ninth graders (compared to 5.0% in California), 6.9% of 11th graders (compared to 5.9% in California), and 12.7% in Non-Traditional schools. KidsData.org reports this is likely an underestimate as many victims do not report violence due to fear, or because they think others will not believe them or the police cannot help.

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Program Research

As Watkins and Hegge (2005) found “Sexual violence prevention programs have many reasons for devoting time and attention to school settings: significant numbers of children with diverse backgrounds may be readily accessed over a sustained period of time; schools already have a role in sexual violence prevention and intervention; schools have access to parents (and other caregivers and youth influencers); and as a focal point to the community, schools help (define and) establish community standards.”¹ Evidence suggests that multi-session high school curriculum is more effective with attitude change than one-time only presentations.² Several studies found that high school based curriculum that incorporate interaction, opportunities to critically think and discuss the content of presentation are more effective at engaging youth.³ We identified *In Touch With Teens*, a 12-unit, violence prevention curriculum because it incorporates healthy relationships, bullying, sexual harassment, gender-based influences, and sexual assault. In 1997, the *ITWT* program was selected as one of five model youth-violence prevention programs in the United States by the US Department of Health and Human Services.

Our second component adds the Futures Without Violence *Start Strong* Parent curriculum to increase parents’ skills, comfort, and intent to discuss sexual violence with their youth. The *Start Strong* model was a national program introduced at 11 sites across the county. An evaluation of the Start Strong model by RTI International found that Start Strong showed increased parent-child communication.

Lastly, when looking at organizational change within our community our agency identified the *Shifting Boundaries* curriculum. In February 2014, the *Shifting Boundaries*, specifically the component of building-based intervention (safe-mapping), showed to be effective in reducing sexual violence involving peers or in intimate partner abuse relationships.⁴ It is now recognized as one of two extensively researched evidence-based primary prevention programs addressing sexual violence perpetration.

Our Current Program

Our program will increase knowledge and attitude change for students, parents and staff; identify and engage key stakeholders of the community; and address the overall community climate. A secondary strategy we are utilizing in our primary prevention program is gender equity. Our *ITWT* program will be provided to students who voluntarily opt into the program. Students will be asked to complete project activities to promote knowledge building and healthy relationships among their peers. Secondly, we will work to strengthen skills of SBHS parents and community members through parent workshops on

¹ Watkins, M. & Hegge, J. 2005. Best practices in sexual violence prevention education: recommendations for prevention educators working with youth in grades K-12. *As presented in CALCASA regional training March 26, 2014.*

² Anderson, L.A. & Whiston, S.C. (2005). Sexual assault education programs: A meta-analytic examination of their effectiveness. *Psychology of Women Quarterly*, 29, 374-388.

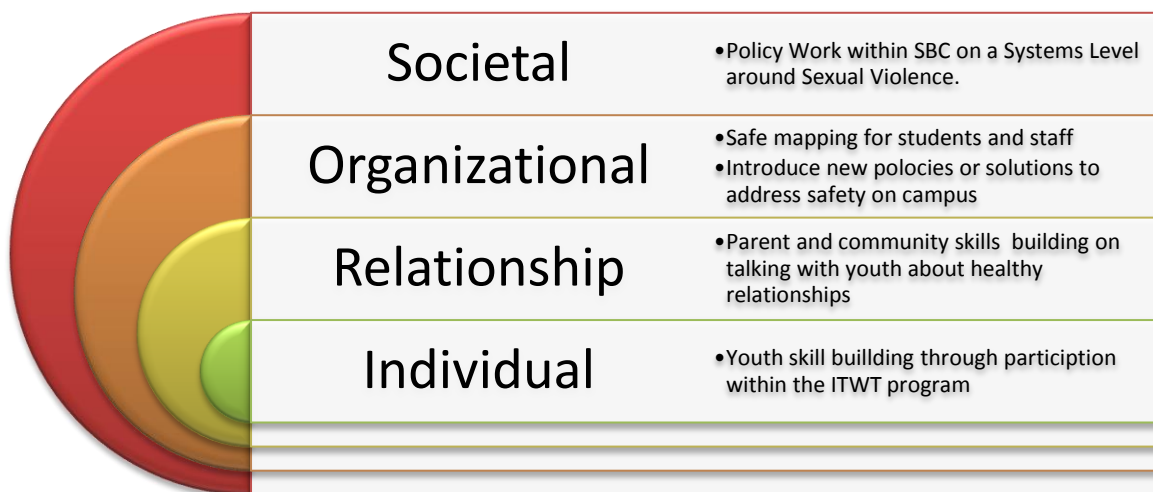
³ Heppner, M.J., Humphrey, C.F., Hillenbrand-Gunn, T.L. & DeBord, K.A. (1995). The differential effects of rape prevention programming on attitudes, behavior and knowledge. *Journal of Counseling Psychology*, 42(4), 508-518

⁴ Taylor, B.G, Stein, N.D., Mumford, E.A. & Woods, D. (2014). Shifting Boundaries: an experimental evaluation of a dating violence prevention program in middle schools. *Prevention Science*, 14(1), pp 64-76

talking with youth about healthy relationships and parenting within the technology age. Lastly, our target groups will be San Benito County residents, SBHS parents, SBHS students, and a committee of stakeholders to commit to increasing awareness of safety on campus and an increase of the community problem solving about Sexual Violence.

School-Based Programs	Outputs	Short-Term Goals	Long-Term Goals	Goals for the Project
	Schedule and identify student participants for ITWT programs Students <ul style="list-style-type: none"> • Skill building • Complete posters on positive social norms in regards to SV 	Increased knowledge and skills of healthy, nonviolent intimate partner relationships	Engage youth and adults SV primary prevention.	Engage youth in sexual violence (SV) primary prevention through community engagement in a school setting.
	Schedule and promote parent presentations <ul style="list-style-type: none"> • Skill building • Promoting community education 	Increased capacity to implement evidence-based programs to address healthy adolescent relationships	Increase parents' skills, comfort and intent to discuss SV issues with their youth.	Promote community education through engaging parents and stakeholders of SBHS students in sexual violence (SV) primary prevention through skill building, resources, and positive communication techniques.
	Complete the Shifting Boundaries' safe-mapping at SBHS Changing organizational practices: <ul style="list-style-type: none"> • Network building- BEST Committee Meetings • Action plan 	Increase awareness of safety concerns on campus	Change norms and develop a safer community at SBHS.	Improve safety and prevent SV on SBHS campus through changing organizational practices.

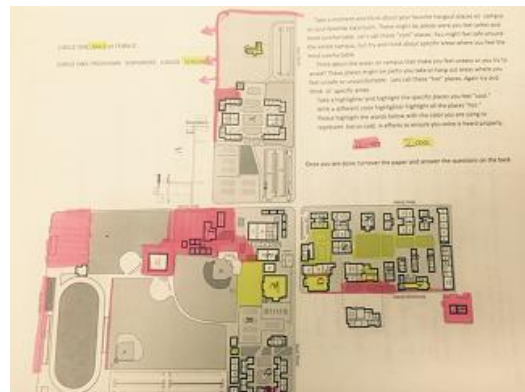
To ensure for a comprehensive primary prevention program, we incorporated three components of the ecological model into our project activities.



The first component is the individual level of prevention; last school year we provided the *ITWT* curriculum to students who opt into the group to student's afterschool. This year we are reaching out to different students to provide multiple sessions of the program to 20-25 students at a time. The goal of the program is for students to increase in their knowledge about healthy relationships and gender norms, their role in prevention of sexual violence, ways to intervene and prevent sexual violence, of positive social norms in regards to sexual violence, and identification of safe partners in community. The program is evaluated through a pre/posttest survey and student journals.

We utilize the *Futures Without Violence Start Strong* parent curriculum on healthy relationships and parenting in the technology age to increase knowledge of healthy relationships and develop skills for parents to engage in conversations with children. Our goals was to have parents and other key stakeholders will attend a parent workshop (at least one a semester) to increase their knowledge about their role in prevention of sexual violence, knowledge of healthy and unhealthy relationships, awareness on ways to intervene, and an increase in comfort and intent to discuss sexual violence issues with their youth. At the end of the parent workshop the parents were asked to complete an evaluation form to indicate, measure, and to document any change in knowledge of healthy and unhealthy relationships, awareness on ways to intervene, and an increase in comfort and intent to discuss sexual violence issues with their youth.

For the community level intervention, we conducted the *Shifting Boundaries* safe-mapping component to the 30% of SBHS students to ascertain safe and unsafe spaces on campus, assess reasons for safety issues on campus, and promote climate change through addressing safety concerns. Language classes were chosen as the core classes to survey since they had representatives from all school years, it would not impact core education, and we would be able to collect nearly 900 student surveys. The safe-mapping process was conducted at the end of each school year of the 2015/2016 school year. Community volunteers, Community Solutions' prevention staff, students, and administrators helped in analyzing the data over the summer. In September of 2016 we asked teachers and staff to participate in an online version of the safe mapping surveys. The survey was sent out using survey monkey and included the same map students used and similar questions to ascertain staff and teachers' feedback on safety concerns and ways the school can improve campus safety.



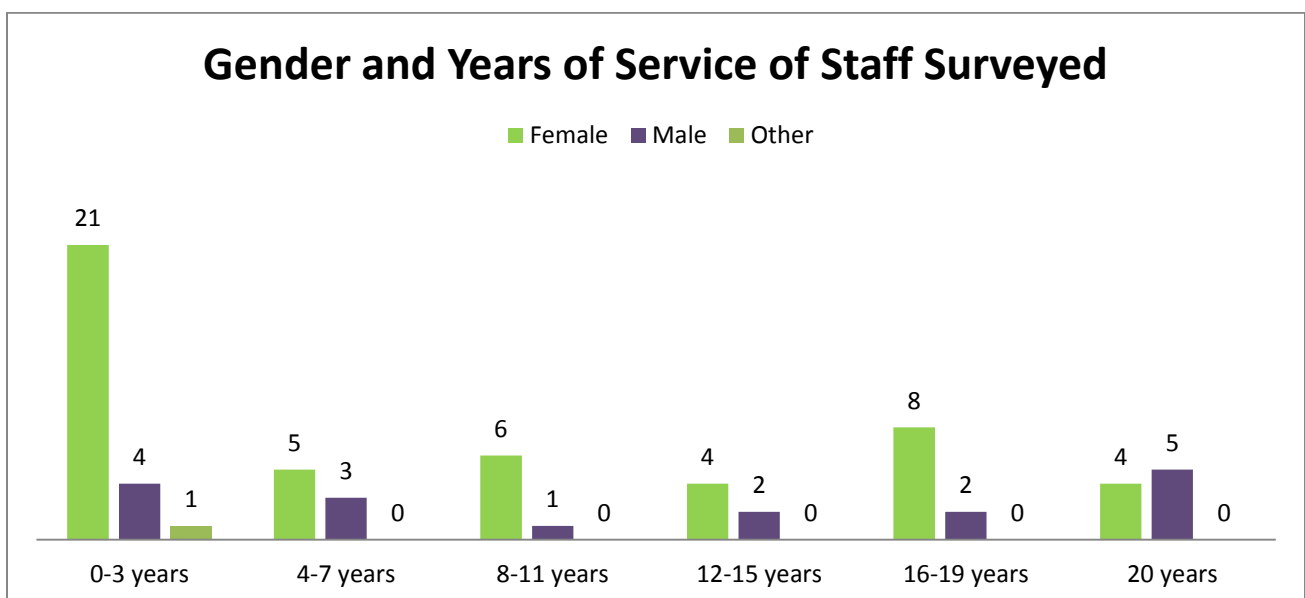
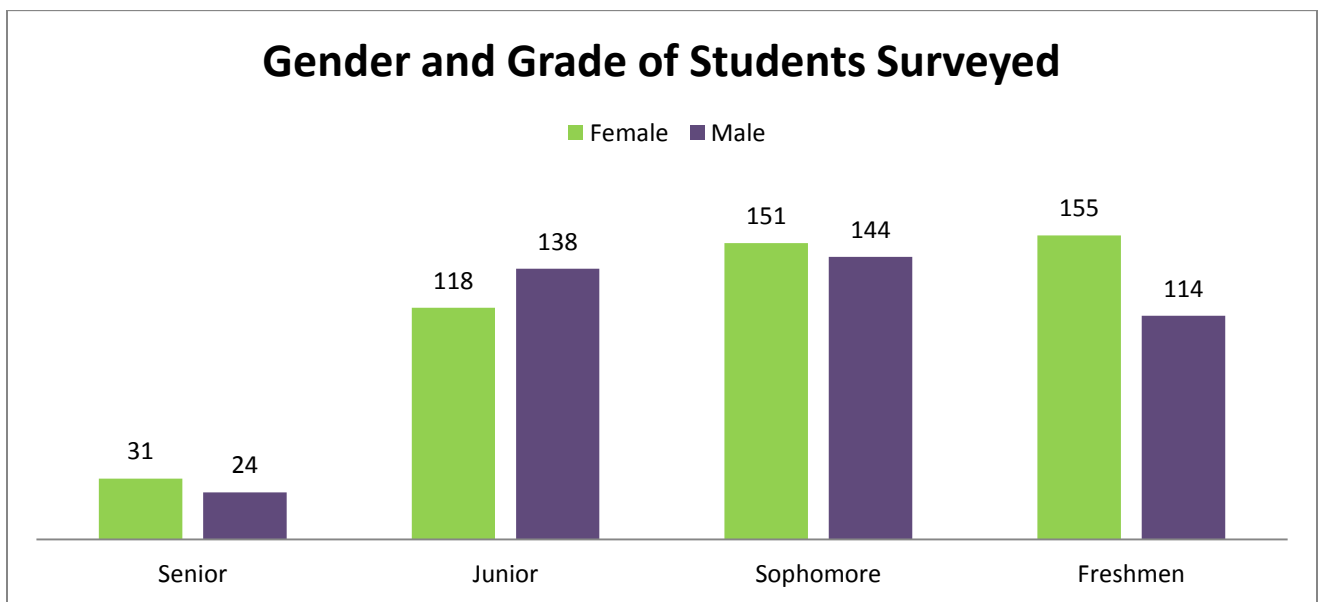
Our next step is to partner with SBHS staff, teachers, students, administration, and community members and create a work group to discuss and develop an action plan with objectives to increase safety on campus using the data collected from the safe mapping project. By conducting the safe-mapping, creating the action plan, and instituting organizational change the SBHS community will show an increase in the awareness of safety concerns on campus, safety on campus, number of stakeholders,

identification of sexual violence happening , awareness of positive social norms in regards to sexual violence, and community conversations and problem solving about sexual violence.

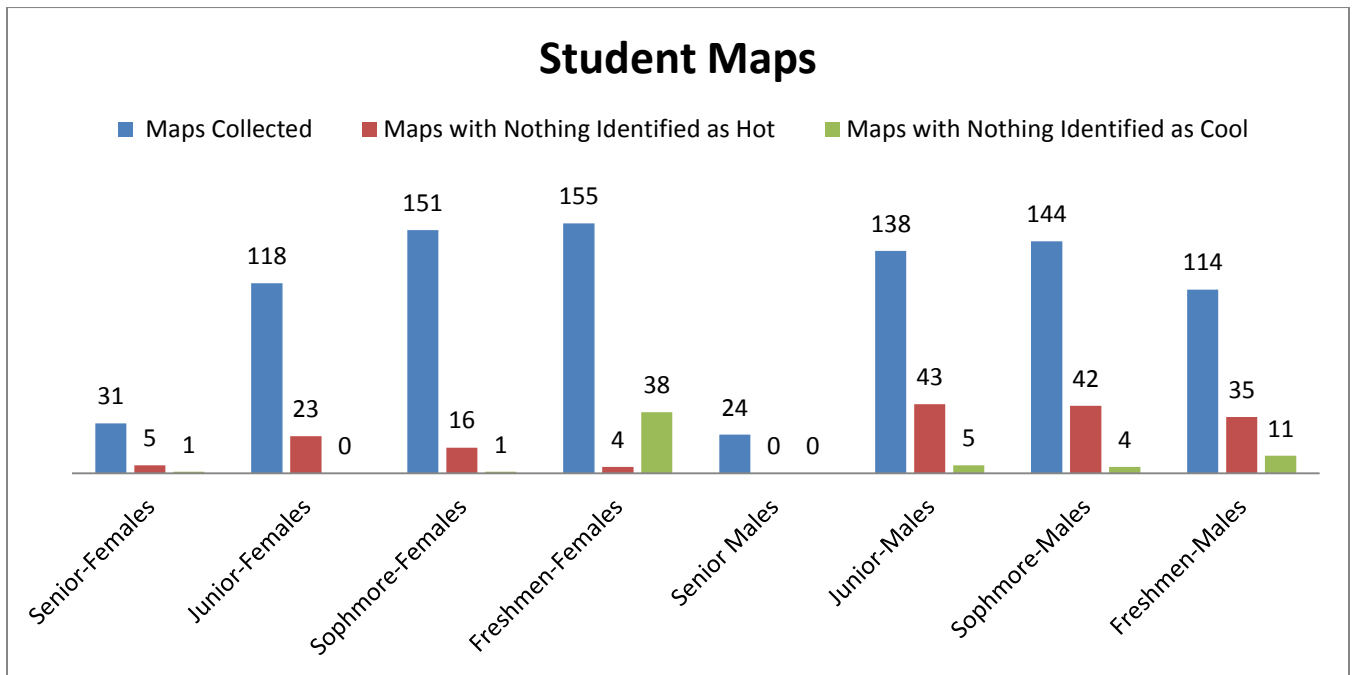
Results of Safe Mapping Project

San Benito High School campus averages about 2700 students. In April of 2016, we collected 900 surveys from unduplicated students in language classes. Of those, 24 were not counted since they were missing information such as gender or grade. There were 876 remaining surveys from youth. In September 2016, we electronically sent out a similar survey to the nearly 200 staff and teachers of San Benito High School. We were able to collect 66 responses to the request.

Below is the demographic information collected from the surveys:



Students were given maps of SBHS campus and asked to highlight areas on the map where they feel safe and unsafe. We defined “cool spaces” as areas students felt safe and comfortable and “hot spaces” as areas on campus where they feel unsafe or try to avoid. Students were given yellow highlighters for “cool spaces” and pink highlighters for “hot spaces.” Students were informed to highlight only specific areas where they felt this way, not the entire map. Staff and volunteers counted the number locations indicated on students maps. Many students identified multiple areas on the map where they felt safe and unsafe. Below are the results of maps collected from students.



Of the maps collected, males felt cooler on campus. When asked to identify areas on campus where they felt “hot” or unsafe 120 out of 420 (28.6%) did not identify any areas. In contrast, females only 48 out of 455 (10.5%) did not identify any areas where they felt unsafe.

COOL MAP BUILDINGS	Seniors		Juniors		Sophomores		Freshmen		Total	% OF MAP
	Female	Male	Female	Male	Female	Male	Female	Male		
Main Campus	1	0	14	10	9	14	4	12	64	7%
A	25	6	19	7	1	13	0	4	75	9%
B	0	0	1	1	0	1	10	4	17	2%
C	0	4	0	1	0	1	4	3	13	1%
Area between B & D	0	0	0	0	0	1	4	3	1	0%
D	5	1	0	0	13	8	0	11	38	4%
Area between D & Café	0	0	0	3	0	3	0	0	6	1%
E	6	2	0	8	0	0	17	6	39	4%
Between E buildings	0	0	7	11	0	0	0	0	18	2%
Area between C - E	0	0	2	1	4	4	0	0	11	1%
F	17	3	0	14	3	3	13	8	61	7%

COOL MAP BUILDINGS	Seniors		Juniors		Sophomores		Freshmen		Total	% OF MAP
	Female	Male	Female	Male	Female	Male	Female	Male		
Library	0	0	0	0	0	20	0	0	20	2%
Café	9	0	0	0	9	4	0	0	22	3%
Area between D & F	1	0	0	0	0	0	0	0	1	0%
Area between HIJKLM	0	0	0	0	2	0	0	0	2	0%
G	1	2	3	6	6	1	0	5	24	3%
H	2	0	0	2	2	0	13	3	22	3%
Area between E, H, & F	0	0	0	9	0	8	0	0	17	2%
Area around F & H	0	0	10	0	0	0	0	0	10	1%
Area: Senior mound & A	0	0	0	0	6	0	0	0	6	1%
I	6	0	1	7	2	5	11	10	42	5%
Area between H & I	0	0	0	3	0	0	0	0	3	0%
Area between H, I, & J	0	0	0	0	0	4	0	0	4	0%
J	2	0	0	1	1	0	4	15	23	3%
Area between J & K	1	0	3	0	0	2	0	0	6	1%
Area between J & I	0	0	0	2	0	0	0	0	2	0%
K	5	2	0	7	11	1	3	11	40	5%
L	13	3	0	13	7	14	14	20	84	10%
Area between K & L	0	0	5	5	6	5	0	0	21	2%
M	5	2	3	6	2	10	1	10	39	5%
Area between I & M	0	0	0	1	0	0	0	0	1	0%
Area between L & M	0	0	0	0	0	1	0	0	1	0%
N	1	2	3	3	5	4	14	7	39	5%
Area right of building N	0	0	0	0	6	0	0	0	6	1%
O	1	1	5	1	7	19	6	23	63	7%
Area between A - O	0	0	5	5	25	37	0	0	72	8%
Language Campus	0	0	30	10	28	30	14	0	112	13%
P	4	1	12	10	15	19	1	21	83	10%
Q	29	7	27	44	14	46	18	54	239	27%
R	1	0	0	2	1	2	7	0	13	1%
S	6	9	15	11	7	21	0	2	71	8%
T	10	2	11	8	7	5	0	4	47	5%
New Campus	0	0	30	13	0	30	12	0	85	10%
New Campus Path	7	0	2	5	7	6	0	0	27	3%
V	8	12	18	56	11	76	57	79	317	36%
W	1	1	2	3	0	0	0	6	13	1%

OTHER PLACES

Everywhere	0	0	0	0	0	0	0	5	5	1%
Bus Barns	0	0	0	1	0	0	0	0	1	0%
Main Grass Area	21	0	0	130	14	84	0	0	249	28%
Front Grass Area	2	0	0	5	0	6	0	0	13	1%
New Camp Grass Area	34	0	0	0	34	0	0	0	68	8%
Senior Mound	0	0	0	0	50	0	0	0	50	6%

Admin. 1 st Floor	0	0	0	0	20	0	0	0	20	2%
Admin 2 nd Floor	3	0	0	0	3	5	0	0	11	1%
AG Area	0	0	0	7	0	0	5	0	12	1%
Cooking Rooms	8	0	0	0	8	0	0	0	16	2%

STREETS/PARKING

Baler Alley	11	0	0	0	10	2	10	2	35	4%
Nash Rd	3	0	0	20	3	3	4	3	36	4%
West St	2	0	0	0	2	0	2	1	7	1%
Nash Parking Lot	0	0	0	0	0	0	6	0	6	1%
New Campus Parking	4	0	5	7	4	5	0	0	25	3%
Football Parking	1	0	11	20	0	5	7	16	60	7%

SPORTS AREAS

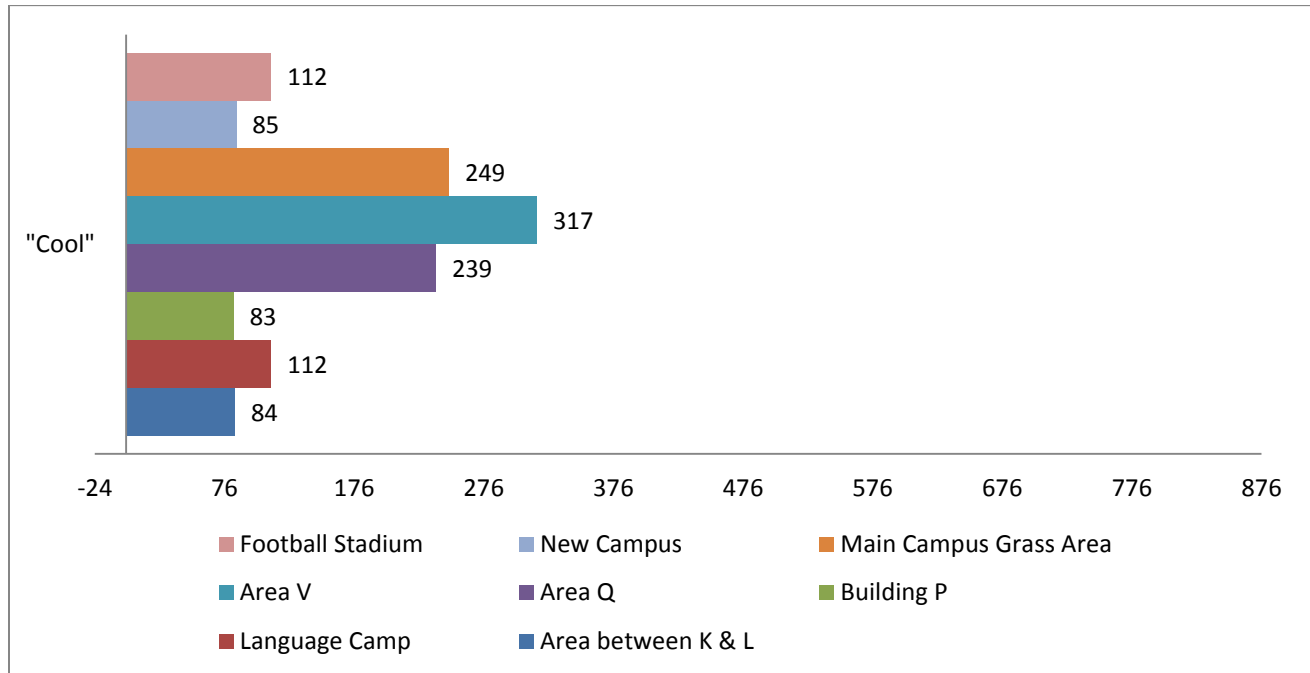
Football Stadium	2	0	14	11	11	13	37	24	112	13%
Tennis Courts	0	0	0	3	0	0	2	0	5	1%
Varsity Baseball field	0	0	5	6	0	8	13	0	32	4%
JV baseball field	0	0	2	0	0	9	7	0	18	2%
Pool	2	0	2	2	8	3	18	0	35	4%

CLASSROOMS

Rm 100	0	0	0	0	0	0	9	0	9	1%
RM 126	0	0	0	0	0	0	5	0	5	1%
RM 180	0	0	0	0	0	0	7	0	7	1%
RM 181	0	0	0	5	0	0	5	0	10	1%
RM 200, 206	0	0	0	0	0	0	9	0	9	1%
RM 211	0	0	0	0	0	0	6	0	6	1%
RM 220	0	0	0	0	0	0	4	0	4	0%
RM 221	0	0	0	0	0	0	11	0	11	1%
RM 222-223	0	0	0	0	0	0	9	0	9	1%
RM 224	0	0	0	0	0	0	4	0	4	0%
RM 243	0	0	0	0	0	0	6	0	6	1%
RM 246	0	0	0	0	1	0	10	0	11	1%
RM 253	0	0	0	0	0	0	5	0	5	1%
RM 261	0	0	0	0	0	0	5	0	5	1%
RM 262	0	0	0	0	0	0	10	0	10	1%
RM 264	0	0	0	0	0	0	8	0	8	1%
RM 266	0	0	0	0	0	0	5	0	5	1%
RM 281	0	0	0	4	0	0	33	0	37	4%
RM 283	0	0	0	0	0	0	10	0	10	1%
RM 284	0	0	0	0	0	0	12	0	12	1%
RM 285	0	0	0	0	0	0	7	0	7	1%
RM 286	0	0	0	0	0	0	10	0	10	1%
RM 290	0	0	0	0	0	0	5	0	5	1%
RM 291	0	0	0	0	0	0	12	0	12	1%
Rm 292	0	0	0	0	0	0	10	0	10	1%
RM 293	0	0	0	0	0	0	4	0	4	0%

RM 294	0	0	0	0	1	0	6	0	7	1%
RM 295	0	0	0	0	0	0	9	0	9	1%
RM 309	0	0	0	0	3	0	0	0	3	0%
RM 311	0	0	0	0	2	0	0	0	2	0%
RM 324, 327	0	0	0	0	0	0	5	0	5	1%
RM 325, 326	0	0	0	0	0	0	6	0	6	1%
RM 328	0	0	0	0	0	0	7	0	7	1%
RM 329, 339	0	0	0	0	0	0	4	0	4	0%
RM 340	0	0	5	0	0	5	0	0	10	1%
RM 341	0	0	0	0	0	5	0	0	5	1%
RM 340, 342, 344	0	0	0	0	0	0	4	0	4	0%
RM 345	0	0	0	0	0	0	24	0	24	3%
RM 349	0	0	0	0	0	0	5	0	5	1%
RM 350-351	0	0	0	0	0	0	4	0	4	0%
RM 352	0	0	0	0	0	0	5	0	5	1%
RM 363	0	0	0	0	1	0	0	0	1	0%
RM 373	0	0	0	0	0	0	4	0	4	0%
Rm 374	0	0	0	0	0	0	4	0	4	0%
RM 375	0	0	0	0	0	0	8	0	8	1%
RM 376	0	0	0	0	0	0	5	0	5	1%
RM 377	0	0	0	0	1	0	4	0	5	1%
RM 390	0	0	0	0	0	0	4	0	4	0%
RM 391	0	0	0	0	0	0	12	0	12	1%
RM 392	0	0	0	5	0	0	0	0	5	1%
RM 393	0	0	0	5	0	0	0	0	5	1%
RM 395	0	0	0	4	0	0	0	0	4	0%
RM 396	0	0	0	5	0	0	0	0	5	1%
RM 450	0	0	0	0	0	0	8	0	8	1%
RM 451	0	0	0	0	0	0	4	0	4	0%
RM 452	0	0	0	0	0	0	6	0	6	1%
RM 455	0	0	0	0	0	0	4	0	4	0%
RM 457	0	0	0	5	0	0	0	0	5	1%
RM 470	0	0	0	0	0	0	7	0	7	1%
RM 474	0	0	0	0	0	0	4	0	4	0%
RM 475	0	0	0	4	2	4	5	0	15	2%
RM 476	0	0	0	0	2	6	0	0	8	1%
RM 481	0	0	0	0	0	0	7	0	7	1%
RM 482	0	0	0	0	0	0	8	0	8	1%

There were several areas that numerous students felt “cool” or safe in: the area between K and L with 84 students (10%), language campus with 112 students (13%), building P with 83 students (10%), area Q with 239 students (27%), area V with 317 students (36%), main campus grass area with 249 students (28%), new campus with 85 students (10%), and the football stadium with 112 students (13%).



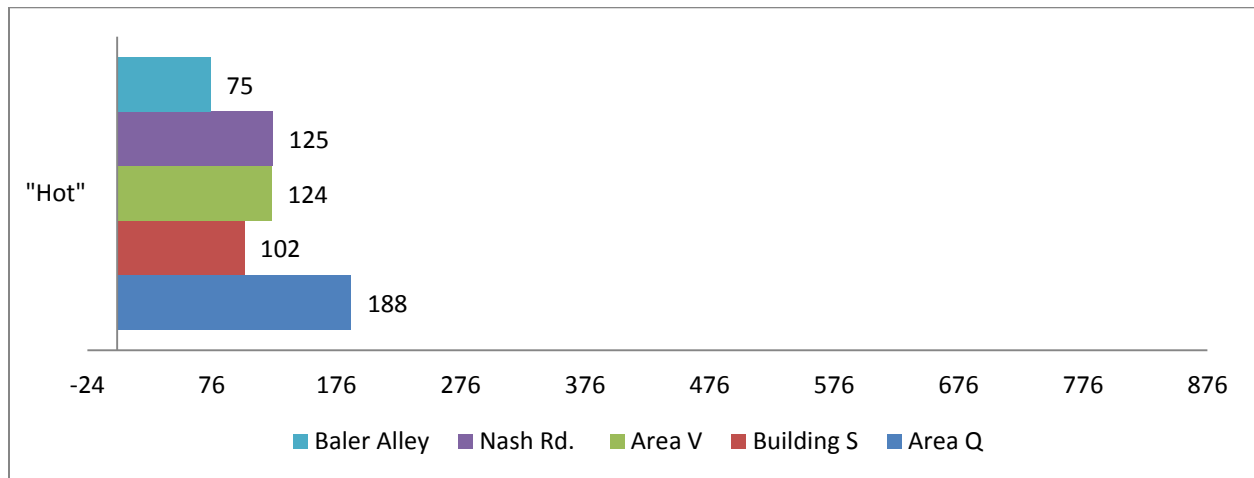
HOT MAP BUILDINGS	Seniors		Juniors		Sophomores		Freshmen		Total	% OF MAP
	Female	Male	Female	Male	Female	Male	Female	Male		
Main Campus	0	0	29	1	8	0	13	1	52	6%
A	0	0	5	5	0	14	18	2	44	5%
B	0	0	7	0	1	1	9	0	18	2%
Area between A & B	0	0	0	0	0	4	3	3	10	1%
C	0	0	3	1	3	1	4	0	12	1%
Area between B & C	0	0	4	0	0	3	0	0	7	1%
D	1	1	2	2	8	11	15	0	40	5%
Area between D & Café	0	0	11	5	0	11	0	4	31	4%
E	0	0	10	1	1	7	32	0	51	6%
Between E buildings	0	0	2	2	0	9	5	0	18	2%
Area between C - E	0	0	0	2	0	5	0	4	11	1%
F	13	0	3	13	2	26	0	0	57	7%
F Building hallway	0	0	0	6	0	0	0	0	6	1%
Area between E - F	0	0	7	0	6	0	4	5	22	3%
Library	0	0	4	0	4	0	0	4	12	1%
Café	0	0	11	0	8	0	0	2	21	3%
G	2	1	2	8	4	1	4	4	26	3%
H	0	0	7	4	5	0	10	0	26	3%
Area between E, H, & F	0	0	0	0	0	15	0	0	15	2%
Area between F - H	0	0	2	9	0	0	8	2	21	2%
I	0	0	7	2	1	6	11	1	28	3%
Area between H - I	0	0	4	1	0	2	4	5	16	2%

HOT MAP OTHER PLACES	Seniors		Juniors		Sophomores		Freshmen		Total	% OF MAP
	Female	Male	Female	Male	Female	Male	Female	Male		
J	0	0	0	1	1	0	2	0	4	0%
Area between I & J	0	0	2	0	0	3	0	0	5	1%
K	0	0	4	2	0	4	0	0	10	1%
L	0	0	10	3	1	6	5	1	26	3%
Area between K - L	0	0	1	0	0	2	0	6	9	1%
M	0	0	6	4	0	3	12	0	25	3%
Area between L - M	0	0	6	0	0	0	6	2	14	2%
N	1	0	6	0	1	6	0	0	14	2%
Area between L, M, & N	0	0	0	7	0	6	0	0	13	2%
O	0	3	5	0	2	8	11	0	29	3%
Area between A - O	0	0	6	9	0	14	10	7	46	5%
Language Campus	0	0	0	0	7	0	0	0	7	1%
P	0	0	0	3	6	0	3	2	14	2%
Q	11	5	64	26	7	43	30	2	188	12%
R	0	1	0	2	0	0	3	0	6	1%
S	7	3	18	12	2	20	38	2	102	12%
T	17	4	16	6	1	8	5	2	59	7%
U	0	0	0	2	0	1	1	0	4	0%
New Campus	0	0	10	1	0	0	0	0	11	3%
New Campus Path	0	0	0	0	6	0	0	4	10	1%
V	11	2	2	20	10	25	38	16	124	14%
W	2	5	2	4	6	10	0	1	30	3%
Shop Rooms	0	0	0	0	7	0	0	0	7	1%
Auto Shop	0	0	5	0	7	0	0	0	12	1%
Behind Pods	0	0	0	0	9	0	0	0	9	1%
Bus Barns	0	0	6	1	0	0	0	6	13	1%
Quad	5	0	0	0	2	0	10	8	25	3%
Main Grass Area	0	0	23	12	0	16	0	0	51	6%
Front Grass Area	0	0	0	2	0	3	0	0	5	1%
Bathroom by F	0	0	0	0	0	0	13	0	13	1%
STREETS/PARKING										
Baler Alley	4	7	8	10	23	4	12	7	75	9%
Monterey St	3	3	6	10	21	0	9	5	57	6%
San Benito St	1	5	0	0	18	11	7	7	49	6%
Nash Rd	3	7	17	21	25	26	16	10	125	14%
West St	0	4	4	7	17	11	13	0	56	6%
Staff Parking	0	0	0	0	0	4	0	0	4	0%
Student parking	0	0	0	0	0	0	13	0	13	1%
New Campus Parking	0	0	8	5	3	8	0	2	26	3%
Football Parking	1	0	7	6	16	16	0	2	48	5%

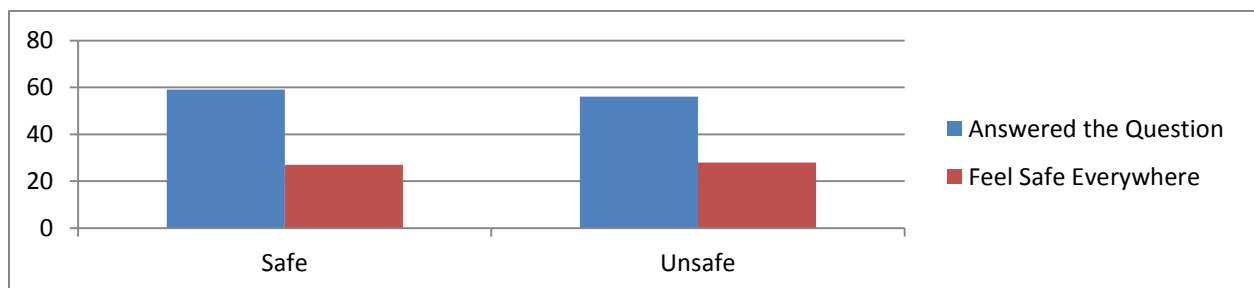
HOT MAP OTHER PLACES	Seniors		Juniors		Sophomores		Freshmen		Total	% OF MAP
	Female	Male	Female	Male	Female	Male	Female	Male		
SPORTS COMPLEXES										
Football Stadium	0	1	5	1	4	3	5	4	23	3%
Cross Country	0	0	0	0	0	0	0	1	1	0%
Varsity Baseball field	0	0	0	3	6	3	0	0	12	1%
JV baseball field	0	0	0	0	0	2	4	0	6	1%
Pool	2	0	0	6	0	4	0	0	12	1%
CLASSROOMS										
Rm 171-175	0	0	0	0	1	0	0	0	1	0%
Rm 194	0	0	0	0	0	0	0	1	1	0%
Rm 201	0	0	0	0	0	0	9	0	9	1%
Rm 204	0	0	0	0	0	0	6	0	6	1%
Rm 205	0	0	0	0	0	0	5	0	5	1%
Rm 206	0	0	0	0	0	0	8	0	8	1%
Rm 207	0	0	0	0	0	0	60	0	60	7%
Rm 220-222	0	0	0	0	0	0	7	0	7	1%
Rm 220-224	0	0	0	0	6	0	0	0	6	1%
Rm 223	0	0	0	0	6	0	0	0	6	1%
Rm 224	0	0	0	0	5	0	0	0	5	1%
Rm 230-234	0	0	0	0	1	0	0	0	1	0%
Rm 204-244	0	0	0	0	1	0	0	0	1	0%
Rm 243	0	0	0	0	0	0	0	1	1	0%
Rm 244	0	0	0	0	0	0	4	0	4	0%
Rm 245-246	0	0	0	0	1	0	0	0	1	0%
Rm 245-246	0	0	0	0	1	0	0	0	1	0%
Rm 260-275	0	0	0	0	2	0	0	0	2	0%
Rm 283	0	0	0	0	0	0	0	1	1	0%
Rm 287-288	0	0	0	0	1	0	0	0	1	0%
Rm 313-318	0	0	0	0	4	0	0	0	4	0%
Rm 324-329	0	0	0	0	4	0	0	0	4	0%
Rm 360	0	0	0	0	0	0	5	0	5	1%
Rm 361-362	0	0	0	0	0	0	4	0	4	0%
Rm 365	0	0	0	0	0	0	5	0	5	1%
Rm 366	0	0	0	0	0	0	4	0	4	0%
Rm 367	0	0	0	0	0	0	5	0	5	1%
Rm 375	0	0	0	5	0	5	0	0	10	1%
Rm 390-396	0	0	0	0	7	0	0	0	7	1%
Rm 393	0	0	0	0	6	0	0	0	6	1%
Rm 396	0	0	0	5	0	0	0	0	5	1%
Rm 431-463	0	0	0	0	0	0	4	0	4	0%
Rm 450-453	0	0	0	0	1	0	0	0	1	0%
Rm 459	0	0	0	0	0	0	4	0	4	0%
Rm 461-463	0	0	0	0	2	0	0	0	2	0%

HOT MAP OTHER PLACES	Seniors		Juniors		Sophomores		Freshmen		Total	% OF MAP
	Female	Male	Female	Male	Female	Male	Female	Male		
Rm 469-471	0	0	0	0	1	0	0	0	1	0%
Rm 469-470	0	0	0	0	0	0	5	0	5	1%
Rm 478	0	0	0	0	0	0	6	0	6	1%
Rm 479	0	0	0	0	0	0	5	0	5	1%
Rm 480-482	0	0	0	0	2	0	4	0	6	1%
Rm 500	0	0	0	0	0	0	3	0	3	1%

There were several areas that numerous students felt “hot” or unsafe in: area Q with 188 students (12%), building S with 102 students (12%), area V with 124 students (14%), Nash Road with 125 students (14%), and Baler Alley with 75 students (9%).



Staff and teachers were asked to participate in the safety mapping process through an electronic survey. Staff and teachers were asked to select areas from on the map (staff were given the same map as students) and check the box if they felt safe or unsafe in those areas. We had 66 staff members participate in the survey. Of those 59 answered the question if they felt safe on campus, and 7 skipped the question. We had 27 (45.8%) staff/teachers who had responded stated they feel safe everywhere on campus. Of those 56 answered the question if they felt unsafe on campus, and 10 skipped the question. We had 28 (50%) staff/teachers who had responded stated they did not feel unsafe anywhere on campus.



BUILDINGS & AREAS ON MAP	SAFE AREAS		UNSAFE AREAS	
	Number of Responses	Percentage of Respondents	Number of Responses	Percentage of Respondents
Main Camp	24	40.7%	0	0.0%
Main Camp Grass Area	26	44.1%	0	0.0%
Front of School	14	23.7%	5	8.9%
Building A (Administration Office)	23	39.0%	2	3.6%
Building B	11	18.6%	0	0.0%
Building C	10	16.9%	0	0.0%
Building D	12	20.3%	0	0.0%
Library	19	32.2%	0	0.0%
Building E	11	18.6%	0	0.0%
Building F	11	18.6%	0	0.0%
Cafeteria	16	27.1%	0	0.0%
Building G	7	11.9%	1	1.8%
Building H	7	11.9%	0	0.0%
Building I	7	11.9%	0	0.0%
Building J	7	11.9%	0	0.0%
Building K	8	13.6%	0	0.0%
Building L	8	13.6%	0	0.0%
Building M	8	13.6%	2	3.6%
Building N	8	13.6%	0	0.0%
Building O (O'Donnell Gym)	12	20.3%	1	1.8%
Building P (Mattson Gym)	15	25.4%	0	0.0%
Area Q (Language Camp grass area)	17	28.8%	0	0.0%
Language Camp classrooms	16	27.1%	0	0.0%
Building S	5	8.5%	1	1.8%
Building T (Auto Shop area)	10	16.9%	4	7.1%
Area U	4	6.8%	0	0.0%
New Camp	18	30.5%	0	0.0%
Area V (New Camp grass areas)	18	30.5%	0	0.0%
New Camp classrooms	18	30.5%	0	0.0%
Building W (AG Building)	8	13.6%	5	8.9%
Football Field	7	11.9%	2	3.6%
Baseball Fields	6	10.2%	2	3.6%
Area R (Tennis Courts)	12	20.3%	1	1.8%
Pool	4	6.8%	3	5.4%
Bathrooms	5	8.5%	7	12.5%
Bus Barn	4	6.8%	6	10.7%
Baler Alley	5	8.5%	10	17.9%
Monterey St	8	13.6%	5	8.9%
San Benito St	3	5.1%	5	8.9%
Nash Rd	5	8.5%	7	12.5%
West St.	4	6.8%	6	10.7%

BUILDINGS & AREAS ON MAP	SAFE AREAS		UNSAFE AREAS	
	Number of Responses	Percentage of Respondents	Number of Responses	Percentage of Respondents
Staff Parking	10	16.9%	0	0.0%
New Campus Parking	12	20.3%	0	0.0%
Football parking	9	15.3%	5	8.9%
Student Parking	7	11.9%	4	7.1%
Path to New Camp	9	15.3%	5	8.9%
Everywhere	27	45.8%	1	1.8%
Nowhere	2	3.4%	28	50.0%
Other (please specify)	1	1.7%	7	12.5%

Next we asked students to complete open-ended questions about how they feel on campus. The following are the answers to the open-ended questions. The first question we asked students “which areas on your map do you consider safe and welcoming? Are there parts of campus that you consider “cool” that aren’t on the map? There were 156 students (18%) identify that they felt safe everywhere on campus. There were 123 students (14%) that left the question blank, or stated to look the locations they selected on the map, or we were unable to read their answers. Students identified Main camp (23%) and classrooms (19%) as the two areas that are safest to them.

Question 1: Cool/Safe Areas	Seniors		Juniors		Sophomores		Freshmen		Total	% OF MAP
	Female	Male	Female	Male	Female	Male	Female	Male		
New Camp	0	1	16	10	21	14	13	14	89	10%
Language Camp	3	2	20	11	24	16	8	8	92	11%
Main Camp	2	1	26	30	42	24	45	35	205	23%
Senior Tables (main)	2	0	12	3	2	2	4	0	25	3%
Admin. Office	0	0	13	3	2	3	3	5	29	3%
Front of Admin Office	1	3	3	0	9	4	2	2	24	3%
Senior Mound	0	7	5	13	8	3	0	3	39	4%
Gyms	0	0	4	1	9	10	4	4	32	4%
Fields	0	1	2	3	7	4	10	13	40	5%
Classrooms*	6	2	26	19	28	20	42	21	164	19%
Band Room	0	0	4	0	4	0	5	1	14	2%
AG	0	0	4	5	2	3	2	0	16	2%
Dance	0	0	1	3	1	1	1	0	7	1%
Library	2	0	5	10	8	11	5	0	41	5%
Cafeteria	1	0	3	5	5	2	3	2	21	2%
Bus Barn	0	0	1	0	0	0	0	0	1	0%
Weight room	0	0	1	0	1	0	0	1	3	0%
Baler Alley	1	0	1	1	0	3	2	0	8	1%
Parking Lot	0	1	1	1	1	2	0	2	8	1%
ASB	0	0	2	0	0	0	1	0	3	0%
Auditorium	0	0	0	1	1	0	0	1	3	0%
Inside of Campus	1	0	0	3	6	2	3	3	18	2%

Question 1: Cool/Safe Areas	Seniors		Juniors		Sophomores		Freshmen		Total	% OF MAP
	Female	Male	Female	Male	Female	Male	Female	Male		
Less Crowded Areas	0	2	0	0	2	0	0	1	5	1%
Off Campus	0	0	0	3	1	1	3	0	8	1%
Courtyard	0	0	0	0	0	0	0	1	1	0%
Bathrooms	0	0	0	0	0	0	1	0	1	0%
Tennis Courts	0	0	0	0	0	0	0	1	1	0%
Locker rooms	0	0	0	0	3	2	2	0	7	1%
Blocks?	0	0	0	0	3	0	2	0	5	1%
Hall by career	0	0	0	0	1	0	0	0	1	0%
Front of N building	0	0	0	0	1	0	0	0	1	0%
Bike racks	0	0	0	0	0	1	0	0	1	0%
In front of PE hall	0	0	0	0	0	1	0	0	1	0%
By the pool	0	0	0	0	0	1	0	0	1	0%
Grass areas	0	0	0	0	0	3	0	0	3	0%
None	0	0	2	0	0	1	2	1	6	1%
I feel safe everywhere	3	6	16	33	19	37	24	18	156	18%
Blank, Unable to Tell, On Map	12	5	10	19	15	21	19	22	123	14%

The students also identified specific classrooms that they felt safe or cool in. Please see below:

QUESTION 1: COOL CLASSROOMS*							
Seniors		Juniors		Sophomores		Freshmen	
Female	Male	Female	Male	Female	Male	Female	Male
Rm 391	CTE	English (2)	English (3)	English (3)	Ms. Polchen	English (8)	English (3)
Ceramics		Ceramics	Computer	Mr. Peter	Ms. Hernandez	Math	French
Class by pool		Rm 294	Mr. Quinn	Ms. Motts	Mrs. Peeter	Avid (3)	Rm 246
		Chem	Near Baler Alley	Art	Math Camp	French	Health
		Near Café	Ceramics	Rms 324-329	ASB Room	Science	Drama
		Special Ed.	Rm 369	Mr. Pang	Shops	Biology (3)	Rm 450
		AP classes	Rm 366	Spanish (2)	Special Ed.	Rm 196	Special Ed.
		Dr. Rooth	Rm 366	Rm 459	Rm 455 & 377	R, 175 (2)	AA
		Rm 230/233	Rm 395	Biology	Computer lab	Rm 246 (3)	
		Portables	Rm 267	Portables	English	Rm 264	
		History	Rm 183	Orozco	Ms Saunders	Ms Motts (2)	
		Math	Rm 340	Ms Hernandez	Mrs. Carsey	Ms Carruth (2)	
			Rm 341	Flice	Sports medicine	Drama	
			Rm 342	Johnson		ASL	
						Mr. Shores	
						Mr. Martin	
						Ceramics	
						100s	
						268	
						Mrs. Lemus's	
						Mrs. Doty's	

The second question we asked students “which areas on your map do you consider unsafe, or do you try and avoid? Are there parts of campus that you consider “hot” that aren’t on the map? There were 171 students (20%) identify that they felt safe everywhere on campus. There were 150 students (17%) that left the question blank, or stated to look the locations they selected on the map, or we were unable to read their answers. Students (134 students or 15%) identified the streets as the areas on campus they felt the most unsafe.

Question 2: Hot/Unsafe Areas	Seniors		Juniors		Sophomores		Freshmen		Total	% OF MAP
	Female	Male	Female	Male	Female	Male	Female	Male		
New Camp	3	1	5	10	13	5	11	9	57	7%
Language Camp	1	2	5	3	2	3	10	8	34	4%
Main Camp	1	0	11	4	5	4	3	3	31	4%
Main Camp/Senior Tables	0	0	3	1	0	1	1	0	6	1%
Office	0	0	2	1	1	0	2	1	7	1%
Front of the office	2	1	1	2	9	7	4	2	28	3%
Senior Mound	0	0	2	2	1	0	1	3	9	1%
Gyms	1	1	3	2	5	3	2	1	18	2%
Fields	0	2	1	1	6	2	4	6	22	3%
Classrooms **	2	0	8	8	12	9	8	6	53	6%
Alleyways/Outskirts	2	2	4	7	2	5	7	8	37	4%
AG	1	2	2	7	6	6	4	5	33	4%
Behind Field	0	0	2	0	1	0	0	0	3	0%
Library hallway/walkway	1	1	6	6	9	6	6	8	43	5%
Cafeteria	1	0	8	6	12	10	9	7	53	6%
Bus Barn	3	1	3	1	4	1	3	2	18	2%
Back of school	0	0	1	0	2	0	5	0	8	1%
Baler Alley	5	2	16	11	22	5	16	2	79	9%
Parking Lot	2	1	4	2	11	5	9	6	40	5%
Bathrooms	0	0	2	3	3	4	4	3	19	2%
Streets	3	3	15	21	34	24	23	11	134	15%
weight room	0	0	0	1	0	0	0	2	3	0%
tennis courts	0	0	0	0	0	0	0	1	1	0%
Areas with Seniors	0	0	0	0	0	0	0	1	1	0%
Construction	0	0	0	0	0	0	0	1	1	0%
Crowds	3	0	0	2	3	3	0	2	13	1%
Locker rooms	0	0	0	0	1	3	1	0	5	1%
gates	0	0	0	0	0	1	2	0	3	0%
Cross country run	0	0	0	0	1	0	3	0	4	0%
RR	0	0	0	0	0	0	1	0	1	0%
Unsafe all of campus	0	0	0	0	1	0	2	1	4	0%
I feel safe everywhere	1	10	25	45	14	37	10	29	171	20%
Blank/unable to tell/on map	5	3	17	15	23	24	43	20	150	17%

The students also identified specific classrooms that they felt unsafe or hot in. Please see below:

QUESTION 2: HOT CLASSROOMS**							
Seniors		Juniors		Sophomores		Freshmen	
Female	Male	Female	Male	Female	Male	Female	Male
back of tech		dance	Auto (3)	Rm 233 & 230	Science	Next to café	Mrs. Gutierrez
		Biology	Rm 220/230	Computer	By Bball field	Next to Baler	Rm 220
		English (3)	Rm 375	Mr. Moore's	Auto (2)	Next to English	Rm 241/242
		Auto (2)	Mr. Raymond	Independent	100s	Math	Rm 283/260
		Portables	Band (2)	Band (2)	Spanish	Mr. Quinn	Portables
				Auto	Rm 473	Band	
				Ceramics	Mr. Campbell		
				Portables	Wood shop		
				Rm 470	Rm 473		
				Next to Matson			
				AP Euro			
				Dance			

Next students were asked about how gender, grade or age, size, or other items might impact how a student felt safe or unsafe on campus. Please see below:

QUESTION 3A FROM STUDENT SURVEY

Might the "hotness" or "coolness" of certain areas differ depending on Gender?

	Yes	No	Blank
<i>Senior Females</i>	12 (39%)	17 (55%)	2 (6%)
<i>Senior Males</i>	8 (33%)	13 (54%)	3 (13%)
<i>Junior Females</i>	34 (29%)	77 (65%)	7 (6%)
<i>Junior Males</i>	20 (14%)	110 (79%)	9 (6%)
<i>Sophomore Females</i>	46 (30%)	94 (62%)	11 (7%)
<i>Sophomore Males</i>	32 (22%)	99 (69%)	13 (9%)
<i>Freshman Females</i>	45 (29%)	99 (64%)	11 (7%)
<i>Freshman Males</i>	25 (22%)	84 (74%)	5 (4%)

If students answered yes, they were asked to explain why they felt that way. Some students still choose to answer the question even if they answered no. Our staff then compiled all the answers and classified them into categories based on students' responses. Several students discussed sexual harassment and gave specific examples of harassment. Next student identified that others might feel unsafe because of their genders or being around certain genders. Some students gave answers that did not fit into a category, while others stated that it doesn't matter. Below on the table are the number of students who gave answers in each category and examples of students' responses to the questions.

*Might the "hotness" or "coolness" of certain areas differ depending on Gender?
Students were asked to explain why if they answered Yes. Below are their answers:*

	<i>Because of Harassment</i>	<i>Because they feel unsafe</i>	<i>Misc.</i>	<i>It doesn't matter</i>
Senior Females	4 There might be a group of guys that hang out in a certain place which intimidates girls	7 Being a female, I feel more vulnerable when walking alone on Baler Alley to be attacked.	0	7 Because it doesn't matter if you're a boy or girl. If you're uncomfortable then you're uncomfortable.
Senior Males	2 There may be an area where only guys hangout and can make a girl feel uncomfortable	4 Some girls feel uncomfortable because some guys don't respect girls.; Females tend to get attacked more than males;	3 Its simple to know what's safe; you feel better when your hanging out with people of same gender.; Some people of different gender might have difference of opinion.	3 I have not experience any place here that felt gender specific; variety of genders hang out anywhere
Junior Females	9 Generally boys stare at girls and it can be uncomfortable; I get uncomfortable around certain groups of males on this campus because they are scum. Because there are signs of sexual behavior everywhere on campus we're teenagers. Catcalls; boys gym they say stupid things	19 because people treat males/females so differently when nobody's around. & depending on if the person is straight/gay; A lot of guys hang out by the library & restroom; A girl walking through a group of male athletes could feel unsafe.	11 people want to see what happen during break; where you hang out with your friends - female; people don't take girls as seriously or they create too much drama.	4 Gender doesn't really have an effect on whether or not certain places are considered dangerous;
Junior Males	2 Groups of guys have big mouths and aren't afraid to cause a scene; it might be because of harassment	14 Males tend to be more violent so that's why it may be "hotter" zones; Boys like to do bad things; some places might be more sketchy if you are a girl; because males aren't usually afraid of opposite sex but only their own	6 because it just does; Because people don't know how to act around certain people; women are worse drivers than men; The "hotness" is based on traffic.	29 It doesn't matter to me Just as long as I'm w/my friends. Male; No because none at the following are relevant to how people are, people shouldn't be judged by these things

QUESTION 3B FROM STUDENT SURVEY

Might the “hotness” or “coolness” of certain areas differ depending on Age/Grade?

	Yes	No	Blank
Senior Females	12 (39%)	17 (55%)	2 (6%)
Senior Males	8 (33%)	13 (54%)	3 (13%)
Junior Females	34 (29%)	77 (65%)	7 (6%)
Junior Males	20 (14%)	110 (79%)	9 (6%)
Sophomore Females	46 (30%)	94 (62%)	11 (7%)
Sophomore Males	32 (22%)	99 (69%)	13 (9%)
Freshman Females	45 (29%)	99 (64%)	11 (7%)
Freshman Males	25 (22%)	84 (74%)	5 (4%)

If students answered yes, they were asked to explain why they felt that way. Some students still choose to answer the question even if they answered no. Our staff then compiled all the answers and classified them into categories based on students’ responses. Several students gave their opinions about the different classes (for example freshmen are immature). Next students identified that others might feel unsafe because of their grade or being around certain grades. Some students stated that classes just don’t hang around one another due by choice. While others stated that is doesn’t matter. Below on the table are the number of students who gave answers in each category and examples of students’ responses to the questions.

Might the “hotness” or “coolness” of certain areas differ depending on Age/Grade?

Students were asked to explain why if they answered Yes. Below are their answers:

	<i>Students opinions of classes</i>	<i>Because they feel unsafe</i>	<i>Grades don't mix</i>	<i>It doesn't matter</i>
Senior Females	3 underclassmen are less mature; because it also depends where you hang out; fights, drama	8 I personally can say that when I was a freshman I felt unsafe, but now as a senior I feel safer	0	6 No one knows if I am a Freshman or Junior etc. I don't care.
Senior Males	4 Some people act differently that others might not feel the same.; some lower class man can be inappropriate or ignorant	2 young people are more scared.; bigger kids or older kids pick on smaller	5 Depends on how much people of the other grades are around.; each grade kinda has there own little area so you know where to go or avoid	0
Junior Females	7 There are certain upperclassmen that get involved w/underclassmen; upperclassmen know where they feel safe.; some creeps like girls or teens	13 because if they were younger than I am I wouldn't feel threatened and unsafe.	11 most underclassmen all hang out with themselves; some areas are considered to be for certain grades; Freshman & sophomores aren't supposed to go near the lunch tables or senior mound	11 Anyone can feel safe and scared it doesn't matter the age or grade; if someone's going to mess with you I'm sure the wont care grade

Junior Males	8	Immature kids might be a little less cautious; The grade who are higher think they are better	21	because some freshmen or younger people might feel unsafe near seniors; younger drivers have a higher chance of being in accidents; If you are younger, then it is of course possible you will be harassed.	11	freshman shouldn't go on senior mound; certain grades hang out in groups and so do different types of people; Most hangout spots are either a freshman/sophomore or a junior/senior area	17	Doesn't matter the age or grade; The age and grade doesn't matter someone can still be violent no matter the age.; people in different grades hangout together
	Sophomore Females	5	because the older kids may be more mature and safe feeling; I think because when you are in a different grade you think your cool	18	because the grade your in may determine how long you've been at the school and how comfortable you are; i feel upper classmen pick on the areas where freshmen hangout	16	Because there are things in this school such as senior mound; Usually all grades are separated into their clichés, upper classmen get spots they want; because I like to hangout with people that are my age	11
Sophomore Males	15	being around seniors or older makes me feel safe; freshman scared; depends on how mature you are; act like they run everything	11	unsafe because of age, grade, or bigger; freshman are always picked on; higher grades bullying lower classes; higher grade students in "hot areas"	10	certain grades hang out with each other; upperclassman hang out at the benches; seniors aren't welcoming if you go by their hangouts	9	Nobody comes up to me and picks a fight; only one of those types of dangers to target teens;
Freshman Females	18	not a lot of ppl like freshman; you might be older so you feel you know everything a lot better and are comfortable; seniors know the school better	18	older ppl think they can pick on the younger kids (15) ; big ppl are scary, need space	15	if freshman hang out by the seniors, they get mad; more ppl like to hang out around their grade	0	Grade or age don't matter
Freshman Males	7	people in higher grades have more confidence; if you are older you know better and you can defend yourself	26	upper classmen feel obligated to pick on freshmen or lower classmen in general (20) ; maybe because they would be an easier target.	14	Higher grades tend to stay in certain places.; there's no threats but there kind of are specific places were people hang out.	12	I have friends that are in different grades then me; because the places I hangout are were all ages do

QUESTION 3C FROM STUDENT SURVEY

Might the “hotness” or “coolness” of certain areas differ depending on Physical Size?

	Yes	No	Blank
<i>Senior Females</i>	10 (32%)	18 (58%)	3 (10%)
<i>Senior Males</i>	7 (29%)	13 (54%)	4 (17%)
<i>Junior Females</i>	25 (21%)	87 (74%)	6 (5%)
<i>Junior Males</i>	23 (17%)	107 (77%)	9 (6%)
<i>Sophomore Females</i>	28 (19%)	105 (70%)	18 (12%)
<i>Sophomore Males</i>	34 (24%)	98 (68%)	12 (8%)
<i>Freshman Females</i>	37 (24%)	105 (68%)	12 (8%)
<i>Freshman Males</i>	40 (35%)	67 (59%)	7 (6%)

If students answered yes, they were asked to explain why they felt that way. Some students still choose to answer the question even if they answered no. Our staff then compiled all the answers and classified them into categories based on students’ responses. Several students gave their opinions about the size of students. Some students felt that if someone was bigger they would feel more intimidating or protective. Some students felt if someone was smaller they would feel intimidated around other students. Some students identified that students get picked on based on their size. Some students gave answers that did not fit into a category, while others stated that it doesn’t matter. Below on the table are the number of students who gave answers in each category and examples of students’ responses to the questions.

QUESTION 3C FROM SURVEY

Might the “hotness” or “coolness” of certain areas differ depending on Physical Size? Students were asked to explain why if they answered Yes.
Below are their answers:

	Bigger- Protect/Intimidate	Smaller- Intimidated	Picked On	Misc	Doesn't Matter
Senior Females	2 If your big they'll leave you alone were as one is small they may bully you.	6 Because if you're small it's easier for something to happen to you.	0	1 5'5"	4 Because it doesn't matter most of the time;
Senior Males	3 Physically fit people aren't afraid usually.; If some looks big and tough they probably won't be attacked.	2 If your smaller you'll get bullied or pick on If your in the wrong place;	0 Depends on how much people of the other grades are around.; each grade kinda has there own little area so you know where to go or avoid	1 tall	3 because all bullys are different sizes; everyone I know is accepted
Junior Females	6 Usually when people see a big person their intimidated; People may appear to look intimidating and try to avoid the area. There are usually large men in these areas	9 in a crowded space it's a lot more intimidating if you're small; smaller height and physical build will stay out of the way of "rush hour" at bells.; A smaller student may feel unsafe around athletes	2 Because people could get bullied for their size and not feel comfortable; if physical size is to big or small no matter what you'll get picked on	4 There's thousands of people here and some are pretty big while others are small.; People are more/less comfortable; Most places are too small making it more crowded & uncomfortable; its nice hanging there idk	10 Your physical size shouldn't even matter it's all about your thoughts; No one really cares about size
Junior Males	11 want to be with bigger people; Some people look huge and might knock someone out.	8 the bigger they are the more they can hurt you; Someone of smaller stature may feel threatened by bigger people	4 People might laugh but, they are not sure if there getting laughed at; People are judgmental	8 small people in big cars cannot see the street that well.; kids can be judge mental over size	9 Anyone can do anything in today's society.; Even if your small or big someone may want to pick a fight with you

QUESTION 3C FROM SURVEY

Might the “hotness” or “coolness” of certain areas differ depending on Physical Size? Students were asked to explain why if they answered Yes. Below are their answers:

	Bigger- Protect/Intimidate	Smaller- Intimidated	Picked On	Misc	Doesn't Matter
Sophomore Females	10 if someone of something is larger it will be harder to feel safe knowing more things can happen; people have muscles feel confident they can defend themselves	8 if you're smaller, i feel thats more likely a chance of something happening to you; to an extent, if one is small and can't defend themselves against a bigger person	4 some kids are mean to other kids because of their size; its also stereotypical for people aren't ideal of perfection to be picked on	8 you move on advantage or disadvantage if someone is bothering you i guess; because people are so based on appearance and trying to fit in, and if you're not the same as everyone around you feel different; its kind of how everyone is around here	9 because i hang out with good people and never really intimidated; creepy people will still be creepy to someone smaller or bigger
Sophomore Males	18 ppl bigger tend to be more aggressive; if a bigger kid bullies a smaller kid, the campos might not see	9 ppl who are smaller may feel unsafe around bigger ppl	4 ppl are teased; bullied by size; ppl put down bc of looks or size; ppl make fun cuz im fat	2 ppl are different; thugs are big or skinny	3 all dangers are indiscriminate; size of a person doesn't affect me
Freshman Females	12 Taller or tougher people may seem more intimidating	12 smaller students might feel more threatened because they are tiny and weaker	6 Older people might intimidate younger people; ppl bully other ppl based off appearance	6 some are faster at walking; everyone judges; how ppl look can set off unwelcomed vibe	3 The way someone looks doesn't say who the person really is
Freshmen Males	9 A lot of bullies are bigger.; if someone is tall or something like that they could look intimidating but looks	17 when you are a younger grade yet get stared at and it feels uncomfortable ; if you are really skin or small, people think you are easier to beat up	6 Someone overweight may not like the softball or weight room.; If you're really short, most likely you will be picked on.	11 I have seen bullying in front of the library regarding physical size.; So you're able to protect yourself.	13 If you're scared, you're scared period.; all my friends are different sizes it doesn't matter

QUESTION 3D FROM STUDENT SURVEY

Might the "hotness" or "coolness" of certain areas differ depending on Other?

	Yes	No	Blank
Senior Females	6 (19%)	0 (0%)	25 (81%)
Senior Males	2 (8%)	1 (4%)	20 (88%)
Junior Females	16 (14%)	1 (1%)	101 (86%)
Junior Males	15 (11%)	5 (4%)	118 (85%)
Sophomore Females	18 (12%)	3 (2%)	130 (86%)
Sophomore Males	16 (11%)	2 (1%)	126 (88%)
Freshman Females	21 (14%)	3 (2%)	131 (85%)
Freshman Males	16 (14%)	10 (9%)	88 (77%)

Below are the responses:

Senior Females-6	Clothing - I feel that maybe people will judge me for not having the friendliest clothing.(2); Attitude - The way people treat others can have an effect on the area.(2); Being alone - walking alone on campus at the "hot" parts of campus can be scary.; crowd areas - most people hangout in 1 area it gets crowded some people so not like crowds
Senior Males-2	sexuality/race- some people are prejudices; fights-just don't want to be around that
Junior Females 16	race - everything applies to be able to feel unsafe; race/looks - some people - not me personally, don't feel safe going to certain places because of the way some people look; beliefs - they bully on what is wrong with you; appearance - Because they could get bullied for the way they look and not feel comfortable; appearance - it may be easier to target or tease a stranger for looking a certain way or having something. bad students - I don't want to be around people that drink alcohol or do drugs; it all depends what type of people they are; what kind of person you are - Some people are creepy; The way they carry themselves; groups - there's just very many; It is way to crowded & packed in; Noise; I'm new to this school and don't know anyone or anything, and always feel unwelcome and safe; friends - I feel more comfortable around people I know or people I am friends with; car are crossing and some don't follow the rules & might run you over; Common fighting areas - 1) a given, unless someone is looking to fight 2) "shady" places - "shady" as many kids call are areas that peel off, look dimmer, or have a "bad vibe" to them; friends - I feel more comfortable around people I know or people I am friends with;
Junior Males 15	race - I find there to be distinct ethnic clusters around the school.; race - Sometimes this campus can seem fairly segregated and that can divide certain areas.; gay - a lot of people don't like them.; who (positive personality) - I already explained I don't like the idea of officers on campus & I don't like those with bad attitudes.; Personal Affairs - personal struggles may allow fear to resinate from an area; personal preference - I just don't like those kinds of people. and they don't like me...there's really nothing to be done about it.; criminal act - If there are less thugs in an area they won't be willing to do much.; population - more people in an area is comforting; crowding - Many people being around, it is usually difficult and awkward to get through.; cliques - Bigger groups of people are most likely to do more damage; there are a lot of people in the highlight areas; looks/atmosphere - The area feels like something back there is something wrong.; being in the sun - some people like to be in the sun, some don't.; Protection - A lot of open Areas; Mr. Raymond - Just a mean teacher
Sophomore Females 18	racism, they dislike color people; social group -- they can be intimidating; library: all the wanna be gangsters don't have that mush staff so a lot of fights; how people dress, not me personally but some people can be judgy and not want to go near where guys who say hang out; reputation; positive/negative vibes; they are just lonely; too many/a little -- too many people in one spot pose troubles. such as to get through places or hitting into people. a little amount of people in an area is quieter and easier to move about (6); because fight usually happens there; new campus makes me feel better because it is nice and clean. it is always kept in order and seems friendly; no one around to watch, if you're in trouble people wouldn't come ; because in case of fires or someone on campus; time- it depends what time you're there, if its afterschool hours then it dangerous especially if you're by yourself;

<p>Sophomore Males 16</p>	<p>race; sexual orientation- ppl on language campus are racist, homophobic and sexist; hatred- some ppl just hate each other; bad ppl- they think they are cool because they be rude to others and put them down; friends- hang out with my friends during breaks; wannabe gangsters- they get easily ticked off over everything; not knowing ppl- have no one to talk to; previous acquaintances- ppl change and stop being friends and sometimes anger is a result; groups of ppl- not comfortable cuz im not one of them; students-there are lot of ways ppl can hurt or injure me; cars/objects (3)- drivers don't pay attention; skill; police- they got guns; stuff they do- they do things that should not be done in the first place</p>
<p>Freshman Females 21</p>	<p>appearance- some kids just look kind of mean and thuggy, very intimidating (5); specific ppl- certain ppl that are sometimes intimidating (3); interests-ppl are more pressured to do things they don't want to in that area; ppl with less friends tend to sit out so they hangout alone in a different campus and no one talks to the; I feel safest around a lot of ppl; being alone- if I'm alone someone can hurt me; amount of ppl- I don't feel comfortable in a place with a lot of ppl; knowledge- the more you know the more aware you will be; limited supervision; height; public- anyone could walk in; less cars... safer.. To cross</p>
<p>Freshman Males 16</p>	<p>sexual orientation -because some people are very close to me (1).; appearance- I you look differently from others you would get humiliated. (2); places where certain social groups hang out, because there are certain groups that seem to make bad decisions and say /do things I don't completely agree with; peers; making students feel safer around them; fear of students cause always moving make me uneasy; the area: if is supervised by a campo then its cool but if not then its hot; bathrooms; they are full of sketchy people (1) ; yes, because teachers there are cool (2); fire breath: I don't think I need to explain myself (1);</p>

For question five on the staff and teacher survey, we asked staff and teachers “what can students do to make the problem areas safe and more welcoming?” Our staff then compiled all the answers and classified them into categories based on students’ responses. Of the 66 staff who participated in the survey 36 answered the question and 30 skipped the question. Teachers and staff felt that students could be nicer. Teachers and staff felt that students could spread out more and look out for one another. While others stated they would like students to pick up trash and take care of their campus. Others felt like students should follow the rules of campus. Some staff and teachers gave answers that did not fit into a category. While others stated they felt their school is already safe or they didn’t know what to do. Below on the table are the number of staff and teacher responses who gave answers in each category and examples of staff and teachers’ responses to the questions.

QUESTION 5 FROM STAFF/TEACHER SURVEY
What can students do to make the problem areas safe and more welcoming?

	Number	Answers
<i>Be Nicer</i>	5	When on campus, students should conduct themselves with respect when interacting with other people.; smile
<i>Spread Out/Look out for each other</i>	5	stop huddling; Monitor each other.; Do not hang out in groups more than 4 in any one area
<i>Pick up trash</i>	6	Clean up after themselves. Respect the things they are using. Take care of the newer things on campus to keep them safe and nice.; USE WASTE BINS FOR TRASH
<i>Follow the rules</i>	14	Stricter policy on hoods/clothing; Drive slow and follow driving laws; Not cuss, not skateboard, not wear hats; be in areas when allowed, during daytime
<i>Misc.</i>	2	In reference to my particular concern- stay off of it!!!; be aware of surroundings, not always have phone in face
<i>I don't know/Already feel safe</i>	4	I don't think it's the students responsibility to make the school safe or welcoming; I personally feel that I feel safe everywhere on campus.

For question four, we asked students “what can we do as students to make the problem areas safer and more welcoming? How can we as students feel safer and more comfortable at school?” Our staff then compiled all the answers and classified them into categories based on students’ responses. A majority of students stated they could be nicer and show more respect to one another. Some students stated students should spread out more and stay away from people or places they don’t feel safe. While others stated they would like to see more campos or campus supervisors on campus to look over them. Some students gave answers that did not fit into a category. While others stated they felt their school is already safe or they didn’t know what to do. Below on the table are the number of students who gave answers in each category and examples of students’ responses to the questions.

QUESTION 4 FROM SURVEY

What can we do as students to make the problem areas safer and more welcoming? How can we as students feel safer and more comfortable at school?

	<i>Be Nicer/Show more respect</i>	<i>Spread Out/ Stay away from unsafe areas</i>	<i>More Campos</i>	<i>Misc</i>	<i>Nothing/School already safe/I don't know</i>
<p>Senior Females</p> <p>5 Blanks</p>	<p>10 I think that as students we should have activities to make it more of a welcoming place.; We should all be respectful to one another.; We should change what they feel unsafe about and talk to them. maybe nicer students because some students are rude</p>	<p>4 Don't stand in the middle of walkways and build a crowd w/friends.</p>	<p>2 We can ask to supply more campos to the areas</p>	<p>7 students need to be trusted, if they were being unsafe or are in an unsafe situation it is up to them. students can walk with friends instead of alone. we can talk with administration to let them know about our concerns.</p>	<p>3 Nothing I never feel like I am in danger at our school but their are places I avoid just in case.</p>
<p>Senior Males</p> <p>1 Blanks</p>	<p>5 Be more responsible and more disciplined; Buddy system I guess?</p>	<p>2 Students should hang out at other areas; in the areas where you know more people; The area by the old gym is so hard to walk through, so students should go somewhere else.</p>	<p>3 try to hangout in bigger gaps and keep a eye out.</p>	<p>5 To have less of a controlling feel and to allow more rooms to be in.; We can feel more comfortable by not being so strict on the dress code (ex. hats, beanies etc); More trees. lights. close Nash Road; more diversity. Also an enforced 0 tolerance on bullying w/actual consequences</p>	<p>2 I feel the school is safe enough; I don't know no one really messes with me.</p>
<p>Junior Females</p> <p>17 Blanks</p>	<p>37 Stop being so intimidaly and smile. Stop looking at girls like treats.; Teaching students to not do unsafe acts instead of teaching students to avoid places would be great.</p>	<p>16 Not having so many students at one school or such an open campus.; I know that this probably isn't going to happen, but I feel safer with open areas rather than closed areas.</p>	<p>8 Have more campus supervisors in the red areas. Been more open with the campus; Have more campos be near parking lots to ensure nothing happens to students</p>	<p>5 Buddy system (5); More aware of surroundings (3); Close Nash Rd (2); Block Streets (2); Report suspicious activities; open campus; more lights at night; happy/positive posters; Don't do surprise interventions. create a better more welcoming atmosphere. The blacks by the Ads office.</p>	<p>15 I feel pretty comfortable at school. I have nothing to say.; I don't think it's something that can be changed as early as that. By just changing things to do, there will always be prejudice.</p>

QUESTION 4 FROM SURVEY

What can we do as students to make the problem areas safer and more welcoming? How can we as students feel safer and more comfortable at school?

	Be Nicer/Show more respect	Spread Out/ Stay away from unsafe areas	More Campos	Misc	Nothing/School already safe/ don't know
Junior Males 29 Blanks	30 Have friends & don't be afraid to stand up for yourself because if I saw that then I'd help.; Respect one another physically and verbally.	19 Student's can either avoid the area or changes can be done.; We can fill those empty areas ourself.; let us go to our cars/trucks; I'd leave it because I don't really bother them unless they bother me. I just hangout with my friends not close to them.	8 To make sure that there is more staff in large groups; More campus supervisors	33 Promote a positive community (8); Close off the roads (7); Report any problems that may do harm to you or others. (3); Change the school areas (4); By removing the gates (3); better driving by students (2)	20 Students already do a good job.; Honestly I already feel comfortable with other student, so I don't see any issue (Though being more understanding could help for those I don't see but hear about).
Sophomore Females 29 Blanks	46 students can help one another feel safe and could stick together; we can be more respecting and welcoming as a group of people and refrain from being so cliquy that they won't even talk to anyone outside of that clique; not judge someone for who they are or look cause if not hurting you in some sort of way then leave them be. We can just try not to start drama	14 students need to stop blocking the walkways were other students walk because its frustrating to not be able to talk to other places because students blocked the way. Sometimes its so bad thtat I have to go to other enterances because its so crowded; by hanging out wherever we want; try not to hang around that one spot they don't like	24 put more supervision or teachers in these area's to make sure not harrassing occurs; we can have more camp supervisors out in each camp	14 (3) take gates away; (2) add more gates; Fix/close the streets (5); Make it cleaners (3); Add lights (4); closing it to the public more (3); Drug dogs; baler alley, the street, or in front of the office aren't welcoming at all; we should have lockers; maybe if i enjoyed coming to school i would feel safe;	14 i'm not sure its already comforting; the school campus is already safe; litterally nothing. Its not like im gonig to go up to the people that make out behind the English classrooms and ask them to stop
Sophomore Males 29 Blanks	41 not saying racist things; include everyone; be welcoming; be friendly; be respectful; get to know ppl	9 Take away red lines; open campus (2); move to where youre comfortable (2); reduce where bad ppl hang out	6 more supervisors; more protection	31 tell principal/raise awareness (6); paint/artwork/cleaner campus (3); lights (2); less campos (2); close off outer parts of the school to street (4); More private campus (2); buddy system (3)	18 keep doing what youre doing

QUESTION 4 FROM SURVEY

What can we do as students to make the problem areas safer and more welcoming? How can we as students feel safer and more comfortable at school?

		<i>Be Nicer/Show more respect</i>		<i>Spread Out/ Stay away from unsafe areas</i>		<i>More Campos</i>		<i>Misc</i>		<i>Nothing/School already safe/ don't know</i>
Freshman Females	53	be more friendly; be kind positive and accepting; not wear things that make ppl feel uncomfortable	0		15	not having the campos have easy places to get in; add campos and make it look friendlier	30	add art; off campus for food; avoid places or tell someone (4); detour car routes during school hours (8); activites for students (3); lights (4); buddy system (2); gates (3)	23	school is safe enough; no way to fix it
29 Blanks										
Freshmen Males	32	we could start acting much more welcoming to those other grades. us students could feel safer if we acutualy get over our fears ; stop calling us freshmen would be nice	4	we can hang out in bigger groups ; students could begin hanging out their so it doesn't look so deserted	10	probably having one cop or security guard on main camp, new camp, and language camp ; maybe just put another supervisor there	21	Cleaner campus (2); Talk to staff (3); More seating around (1); add signs (1); Avoid the areas (5); exit routes (1); don't walk across the street (1); Random answer (7)	29	its all good and safe except nash at day but office at night is sketchy ; honestly i don't see a real solution to make students comfortable everywhere, although the areas that they do feel comfortable is fine the way they are
18 Blanks										

For question six on the staff and teacher survey, we asked staff and teachers “what can staff and teachers do to make the problem areas safe and more welcoming?” Our staff then compiled all the answers and classified them into categories based on students’ responses. Of the 66 staff who participated in the survey 37 answered the question and 29 skipped the question. Teachers and staff felt that students could be nicer. Teachers and staff felt that students could spread out more and look out for one another. While others stated they would like students to pick up trash and take care of their campus. Others felt like students should follow the rules of campus. Some staff and teachers gave answers that did not fit into a category. While others stated they felt their school is already safe or they didn’t know what to do. Below on the table are the number of staff and teacher responses who gave answers in each category and examples of staff and teachers’ responses to the questions.

QUESTION 6 FROM STAFF/TEACHER SURVEY

What can staff and teachers do to make the problem areas safe and more welcoming?

	Number	Answers
<i>Be Nicer</i>	6	Practice respectful behavior; Set good examples at crossing areas, drive safely on and around campus, be aware of suspicious activity/people on campus, acknowledge students/parents in a positive, friendly way, be respectful of student parking and drop off areas; ACKNOWLEDGE OTHERS
<i>Staff presence/More staff</i>	17	Be around and visual; keep classroom doors open when inside; Staff can be sure to visit all areas of the campus regularly to establish a presence, monitor behavior, and communicate with students.; have staff walking around in said areas
<i>Report behavior/enforce the rules/be aware</i>	10	Continue to report and advocate for safer student environments.; be aware of surroundings, not always have phone in face; Discourage the above behavior
<i>Pick up trash</i>	2	Keep the area clean; Clean up after themselves. Respect the things they are using. Take care of the newer things on campus to keep them safe and nice.
<i>Misc.</i>	1	I don't think it's the teachers or staff responsibility to make the school safe. However, making our school more welcoming is the responsibility of all employees of this District. Customer Service provided by Keenan should be viewed and followed by every single staff member.
<i>I don't know/Already feel safe</i>	1	I feel that the campus already feels safe and welcoming.

For question five we asked students “in what ways can the school staff make the problem areas safer and more welcoming?” Our staff then compiled all the answers and classified them into categories based on students’ responses. A majority of students stated there was a need for more supervision or adding of staff. Other students felt staff could be friendlier and more attentive. Some students gave suggestions on ways the school can make improvements. Other students stated students should spread out, while others wanted gates, and some did not. Some students felt the school was doing a great job already and didn’t have any suggestions. Below on the table are the number of students who gave answers in each category and examples of students’ responses to the questions.

QUESTION 5 FROM SURVEY

In what ways can the school staff make the problem areas safer and more welcoming?

	<i>More Supervision/ move staff around</i>	<i>Staff Friendlier/Attentive</i>	<i>Suggestions</i>	<i>Spread Out students/ Gates</i>	<i>Doing a Good job/Nothing</i>
<p>Senior Females</p> <p>10 Blank/ I don't know</p>	<p>9</p> <p>have staff go to those areas; The school staff could have more police patrol on campus, security guards.</p>	<p>5</p> <p>Ask students how their day is going; They could be more nice. if they don't want us somewhere they could tell us nicely. Most staff doesn't.</p>	<p>4</p> <p>Maybe adding a few extra tables and "shade areas" like maybe adding trees around campus.; We should have assemblys talking about these kinds of stuff</p>	<p>3</p> <p>Have more spread out areas where people can hang out during breaks; Allowing students in front of the school.</p>	<p>3</p> <p>Nothing I never feel like I am in danger at our school but their are places I avoid just in case.</p>
<p>Senior Males</p> <p>7 Blank/ I don't know</p>	<p>5</p> <p>maybe keep campos in those areas so students are less likely to misbehave; More on duty at events such as games. (after school activities)</p>	<p>5</p> <p>They could talk to everyone nicely and respectfully.; Make themselves more obvious there around.</p>	<p>2</p> <p>...the windows cctv & the boys bathrooms an bathroom sinks; ACTIVE!! working CCTV, that are monitored. Especially in "hot" zones or secluded areas</p>	<p>3</p> <p>Not build a huge fence around because it looks like a prison; Take away the gates because it was better for the students. Ever since the gates were up it was more crowded in the main campus areas.</p>	<p>2</p> <p>I don't think they can because its basically off campus, unless you put security there; I think they are doing a good job at making the school safe.</p>
<p>Junior Females</p> <p>19 Blank/ I don't know</p>	<p>31</p> <p>There could be more staff in areas that are highly populated with students; provide campus supervisors in certain areas students feel uncomfortable; Have staff in these areas so people feel more safe.</p>	<p>27</p> <p>Walk around campus more and ask us how our day is going; the cop out front scares people; To pay closer attention to the obnoxious and disruptive students.</p>	<p>20</p> <p>More lights (2); Camera (1); Open campus (2); Close down streets (4); Better atmosphere (3); There is no way for school staff to fix the problem people will be people. Admin interference only lasts for so long; Reassurance. "If something happens, we'll handle it."</p>	<p>10</p> <p>They should open up areas that are off limits for people who don't like being around people in big groups; I can't quite answer that question but the truth is we all like main camp and keeping us locked in together is not good; Don't block us in with fences they make me feel unsafe.; Leave the gates open longer; Don't fence us in.</p>	<p>11</p> <p>I think the staff has improved a lot this year weather w/the campos or connecting us more together.; school staff makes everywhere very welcoming</p>

QUESTION 5 FROM SURVEY: *In what ways can the school staff make the problem areas safer and more welcoming?*

	<i>More Supervision/ move staff around</i>	<i>Staff Friendlier/Attentive</i>	<i>Suggestions</i>	<i>Spread Out students/ Gates</i>	<i>Doing a Good job/Nothing</i>
Junior Males 27 Blank/ I don't know	37 Have more people watching the areas people think are unsafe; Drug dogs more supervisor; school staff or Hollister PD could patrol or direct traffic;	25 Have the staff probably walk and converse freely with students (become friends with them).; Encouraging and supportive attitude;	21 close the streets. (5); stop treating the school like a prison (2); removing the problems (2); Make school open campus (2); have nice decorations/signs (3); Make new pathways; put lights in	8 They should let us hang out by the grass by the baseball field.; Don't corral students.; By not putting gates everywhere; Remove the fence the school put up	22 They're doing their jobs pretty well already; Don't really they can do much honestly, it's up to the kids.; There aren't any bad areas.
Sophomore Males 33Blank/ I don't know	26 by adding more campus supervisors; you could have more staff walking around the campus; they make it safe by having them around as security or guard for fights and others	19 access the situation better -- stop preventing us from having safe fun on senior mound like tag (running around) or picking up friends (with consent); school staff can make areas feel safer and more welcoming by just being present; they could be more interactive with the students	25 blocking off Nash Rd would make me feel safer when going from class and afterschool(5); Add benches and tables to eat (5); Clean (1); Activities (2); black off areas (1); more lights (1); basic medical training for emergencies; allow students who are uncomfortable to change in a bathroom; switch the new campus class's with the classrooms by the autoshop that way the important classes are all together by main campus; remove the big window near the library, I feel uncomfortable; put up warning signs;	9 to be able to let us hangout in front of the school; have off campus lunch; like I said less student crowdage and less red lines; if the new gates on main camp were removed, it would make it more welcoming; I don't think we to feel like a jail and have gates and they are tooo strict on some rules	32 they can't really do anything against strangers... unless their trained fighters; the school staff has been doing an outstanding job already; really they can't unless they start doing things; I don't think they can do anything because they are already as welcoming as can be

QUESTION 5 FROM SURVEY

In what ways can the school staff make the problem areas safer and more welcoming?

	More Supervision/ move staff around	Staff Friendlier/Attentive	Suggestions	Spread Out students/ Gates	Doing a Good job/Nothing
Sophomore Females 37 Blank/ I don't know	45 having more staff in the hot areas b/c there's usually no campos over there; maybe the staff could put supervisors @ new and language camps, b/c there's mostly staff @ main; I think more officers around the parking lot areas and street sides would be a good thing, because sometimes random people could literally walk on campus if they wanted to; more people at crosswalks	30 pay more attention, have more people out during classes so when i go to the office/bathroom i feel safe; if they see someone that is giving off signs that make them uncomfortable then make sure they are ok	17 offer seating area more dispersed so places aren't crowded; teach us what to do in case the drills were real (2); the staff could help clean up but really that is the job of everyone (2); close roads (5); watch all the crosswalks PLEASE! (2); let students park at the parking lot by the varsity baseball field; more backdoors	13 less people at this school; they can spread the students at more to make a way for walking; they could finish the construction/takedown the fence quicker so we can get to and from language campus without crowing and bumping into people,. The staff can keep the students from overcrowding a spot; by not putting so many fences, this isn't prison; don't keep the gates closed (2); they could not put red lines and let the students run free; close the gates at lunch maybe	1 they do enough as it is; 2 nothing its not bad; this problem can't be fixed by school staff. The problem is simply a result of perverted pigs unable to control themselves.
Freshman Females 40 Blank/ I don't know	33 by football field & parking lot; campos by baler alley; help around the streets; more staff in new campus; more campos in areas where fights happen	36 check up more on the kids; keep an eye out; interact with students more; be nicer	25 cutting off roads during school hours(4); make ppl aware of problems(5); more light by AG rooms(5); fix problem areas(4); make bathroom look better (3); more activities(2); dont go by the river; teachers can leave their doors open during break/lunch so we can be in there and feel safe	6 no crowds; less students; more gates or lock gates	1 all areas are welcoming; 5 stay the same
Freshmen Males 31 Blank/ I don't know	28 the staff can have more supervision appointed to certain hangout spots; they can add more staff watching out for us	23 be nice with the students ; The staff could maybe have more supervision if others are uncomfortable	17 make the area look happier (7); The staff could post banners or make the area more open so students pass by there more often (2); lights (3); carry a weapon (1); remove troublemakers (1); survey whole school (1); close Nash (1)	2 they can keep people from bumping into each other ; higher fence in parking lot	1 its pretty safe they do a 4 great job already ; the school staff could keep doing what they are doing because they are doing a good job

For question seven on the staff and teacher survey, we asked staff and teachers “what can administration and the district do to make the problem areas safe and more welcoming?” Our staff then compiled all the answers and classified them into categories based on students’ responses. Of the 66 staff who participated in the survey 41 answered the question and 25 skipped the question. Teachers and staff felt that the administration could install lights and cameras. They felt staff could be spread out more or the addition of new staff. Teachers and staff felt the issues of traffic and roadways should be addressed. They felt the administration could enforce the rules more. They also felt there could be upgrades completed to the campus. Some staff and teachers gave answers that did not fit into a category. Below on the table are the number of staff and teacher responses who gave answers in each category and examples of staff and teachers’ responses to the questions.

QUESTION 7 FROM STAFF/TEACHER SURVEY

What can administration and the district do to make the problem areas safe and more welcoming?

	Number	Answers
<i>Install Light/Cameras/Gates</i>	9	provide more lighting and cameras in secluded areas; Better security, locking gates, emergency release gates.
<i>More staff/spread staff out</i>	11	Have more campus supervisors around before and after school, and during breaks and lunch.; Ensure that there is enough adult supervision.; Patrol the campus more instead of sitting at once spot.
<i>Address traffic issues and street closures</i>	7	Shut down Nash Road; Than main crosswalk is unsafe for student's and staff and general drivers tend to get upset because the allotted time for students and staff to cross is to long.; Speed bumps, no pick up in Baler Alley at dismissal. One entrance and exit to parking lots during school areas, lock or post supervision at unlocked campus around campus, provide crossing card at on west and A at dismissal. Add more security cameras
<i>Enforce the rules</i>	3	Enforce rules and expectations WAY more consistently; be consistent in the enforcing and following up with the correct consequences.
<i>Fix and/or upgrade buildings and campus</i>	5	Repair or replace damaged floor supports.; Clean up construction/demolition areas; Update ALL classrooms, buildings, bathrooms, library, office, cafeteria. I feel we have other classrooms and areas on campus that should have been updated BEFORE we did useless things like a P.E area, wrestling room, or updating classrooms that were newer. We could have spent money wiser. Boys bathrooms have windows. This is concerning to the students who feel a lack of privacy. However, I know that unsafe activities can occur in both girl and boy bathrooms. Regular checking may help.
<i>Misc.</i>	5	The Administration and the District should be fully responsible for developing a safe and welcoming environment for staff, students, parents and community members. The Board needs to provide direction on how this will get done and provide the necessary resources to ensure it is done; Provide walk in access only to the Ag Barn; LARGE CAMPUS MAP; I feel too many people walk into main building and are not addressed upon entering. They wander through the admin building without ever checking in with anyone. Someone should be at the front entrance at all times to check people in or out. phone calls should be made letting staff know who is here and that they are on their way to specific offices.

Next we wanted to determine how safety might change based on the time of day. For question, six on the student survey we asked students “are you on campus at night for school related activities?” If students answered yes, they were prompted to answer supplemental questions about where they felt safe and unsafe; as well as, make recommendations on ways to improve safety on campus. We had 324 students (37% of those surveyed) state that they were on campus at night.

QUESTION 6 FROM STUDENT SURVEY

Are you on campus at night for school related activities? If students answered “Yes” they were asked to complete three additional questions.

	Yes	No	Blank
Senior Females	12 (39%)	16 (52%)	3 (10%)
Senior Males	4 (17%)	18 (75%)	2 (8%)
Junior Females	52 (44%)	60 (51%)	6 (5%)
Junior Males	50 (36%)	85 (61%)	4 (3%)
Sophomore Females	73 (48%)	73 (48%)	5 (3%)
Sophomore Males	50 (35%)	93 (65%)	1 (1%)
Freshman Females	49 (32%)	91 (59%)	15 (10%)
Freshman Males	34 (30%)	73 (64%)	7 (6%)

For students who answered yes, they were asked to answer where they felt safe on campus. There were some students who choose to answer the question even if they had answered “no” on question six. We had 350 students leave the question blank or not answer. Students identified Main Camp (42 students, 9%), Football field/track (85 students, 17%) and the gyms (57 students, 12%) as the safest placed on campus at night for students.

QUESTION 7 FROM STUDENT SURVEY

Which areas on the map do you consider safe and welcoming at night?

Night Cool Places	Seniors		Juniors		Sophomores		Freshmen		Total	% OF MAP
	Female	Male	Female	Male	Female	Male	Female	Male		
New Camp	0	0	6	1	3	1	1	0	12	2%
Grass in new campus	0	1	0	0	0	0	0	0	1	0%
Language Camp	2	0	2	2	4	2	2	0	14	3%
Main Camp	1	0	6	7	9	5	12	2	42	9%
Front of School	3	0	6	1	9	3	6	1	29	6%
Auditorium	0	1	2	2	2	0	5	2	14	3%
Senior Mound	0	1	0	1	0	1	0	0	3	1%
Inside Campus	0	0	4	3	3	0	1	0	11	2%
Library	0	0	1	1	4	1	1	0	8	2%
Art room	0	0	1	0	0	0	0	0	1	0%
Band room	0	0	3	2	2	0	4	0	11	2%
Cafeteria	0	0	2	0	0	0	0	0	2	0%
Drama	0	1	0	0	2	0	0	0	3	1%
dance	0	0	0	2	0	0	1	0	3	1%
AG	0	0	1	0	2	0	3	0	6	1%

Night Cool Places	Seniors		Juniors		Sophomores		Freshmen		Total	% OF MAP
	Female	Male	Female	Male	Female	Male	Female	Male		
Classrooms	0	0	1	4	2	0	1	1	9	2%
Football Parking lot	0	1	3	8	0	0	0	0	12	2%
Pool parking lot	0	0	1	0	0	0	0	0	1	0%
New camp parking	0	0	0	1	0	1	0	0	2	0%
Crosswalk	0	0	2	0	0	0	0	0	2	0%
Baler parking lot	0	0	0	1	0	1	1	0	3	1%
Bus barn	0	0	0	0	0	0	1	0	1	0%
Football Field/Track	0	2	6	15	19	16	16	11	85	17%
Gyms	0	0	7	7	17	11	11	4	57	12%
Softball/baseball field	0	0	1	5	0	5	5	2	18	4%
Volleyball	0	0	0	0	1	0	0	0	1	0%
Wrestling room	0	0	0	1	1	1	1	1	5	1%
Places with People	2	0	4	1	3	0	3	2	15	3%
Unknown	0	0	0	0	0	3	3	0	6	1%
Well Lit Areas	0	1	7	3	5	4	1	2	23	5%
None	4	0	6	6	6	3	7	3	35	7%
Blank	16	14	45	57	53	70	60	75	390	45%

Students were then asked to answer where they felt unsafe or try and avoid on campus at night. There were some students who choose to answer the question even if they had answered “no” on question six. We had 414 students leave the question blank or not answer. Students identified Baler Alley (78 students, 16%), all of school (54 students, 11%) and nowhere or none (63 students, 13%) as the most significant areas on campus students try to avoid or they consider unsafe.

QUESTION 8 FROM SURVEY

Which areas on the map do you consider unsafe, or do you try and avoid at night?

Night HOT Places	Seniors		Juniors		Sophomores		Freshmen		Total	% OF MAP
	Female	Male	Female	Male	Female	Male	Female	Male		
New Camp	1	0	5	7	6	7	1	3	30	6%
walkway to new camp	0	0	0	0	2	2	0	0	4	1%
Language Camp	2	1	4	2	5	1	14	7	36	7%
Main Camp	1	0	4	5	7	2	0	0	19	4%
Front of School	0	1	5	5	6	4	0	1	22	5%
Senior Mound	0	0	0	0	0	0	1	0	1	0%
Inside Campus	0	0	0	1	1	0	0	0	2	0%
Hallway near Library	0	1	1	0	0	1	1	0	4	1%
Locker Rooms	0	1	0	0	1	0	0	0	2	0%
bathrooms	0	0	0	0	0	0	1	0	1	0%
Cafeteria	0	0	0	1	3	1	1	0	6	1%
AG	1	0	2	1	3	2	2	0	11	2%
Classrooms	0	0	1	1	0	0	0	0	2	0%

Night HOT Places	Seniors		Juniors		Sophomores		Freshmen		Total	% OF MAP
	Female	Male	Female	Male	Female	Male	Female	Male		
Drama	0	0	0	0	1	0	0	0	1	0%
Portables	0	0	1	0	0	0	0	0	1	0%
Autoshop area	0	0	2	0	0	0	0	0	2	0%
Football Field/Track	0	0	2	2	2	0	2	2	10	2%
Gyms	0	0	1	1	0	0	0	2	4	1%
weight room	0	0	0	0	1	0	2	0	3	1%
Baler Alley	6	0	17	11	20	8	14	2	78	16%
Football Parking lot	0	0	0	0	2	0	0	1	3	1%
Baler parking lot	0	0	1	0	1	0	0	0	2	0%
bus barn	0	0	0	0	1	0	3	0	4	1%
Parking Lots	6	1	8	3	8	1	7	3	37	8%
Sidewalks	0	1	1	1	0	2	1	0	6	1%
Streets	0	1	4	3	3	1	3	1	16	3%
Nash Rd	0	0	0	2	3	1	0	0	6	1%
Monterey St	0	0	0	2	0	0	1	0	3	1%
West St	0	0	0	0	3	0	0	0	3	1%
Alleys/Empty Areas	0	0	2	0	3	0	0	0	5	1%
Anywhere with no lights	0	0	4	3	7	6	1	0	21	4%
All of School	3	0	12	1	10	3	13	12	54	11%
None	0	1	3	14	6	19	8	12	63	13%
Blank	11	16	38	73	46	83	79	68	414	85%

Lastly, we asked students “what could be done to make you feel safer on campus at night?” Our staff then compiled all the answers and classified them into categories based on students’ responses. A majority of students stated there was a need to improve and add lighting on campus. Other students felt having staff or security on campus at night would create a safer environment. Other students felt like that campus was doing a great job already by making students feel safe night. Other students offered suggestions such as: cameras, creating a buddy system, lock up the gates or close off the school, or by adding a blue light security system, like those found at college campuses. Below on the table are the number of students who gave answers in each category and examples of students’ responses to the questions.

QUESTION 9 FROM SURVEY

What could be done to make you feel safer on campus at night?

	<i>Lights</i>	<i>More Staff/Security</i>	<i>Nothing</i>	<i>Other Suggestions</i>
Senior Females	9 more lights in more areas >brighter; there could be more light in places where there is darkness	5 We should have an officer walk around the school at night when we do stuff going on at night;	2 None. I live like a block away. This is home; I see nothing wrong.	3 I THINK IT'D BE BETTER/SAFER IF THIS WAS AN INDOOR SCHOOL.; & maybe have it all fenced up; cameras
16 Blank				

		<i>Lights</i>	<i>More Staff/Security</i>	<i>Nothing</i>	<i>Other Suggestions</i>
Senior Males	2	add lights; more street lights	4	0	2
16 Blank			Have some kind of night watch on campus until every student is gone home. More staff available.		911 buttons around campus like at universities; real & working cameras
Junior Females	32	more lights on campus and not just in the parking lot; More street lights posted (or have them be brighter); better lighting I suppose, some kind of shelter like how bus stops have little bench shelters	11	6	11
65 Blank			I would like to have some supervisors with carts to transport people for example ASB; maybe have someone patrolling it.	I feel safe at night; nothing because it night	Cameras (2); Buddy system (2); Close the gates (1); blue lights like on college campuses; If the gates were open longer so I don't have to walk around the campus, past the stoplight to get to football parking lot.
Junior Males	36	one thing is you can put a lot of lights so we can see.	11	8	6
80 Blank			If there is some sort of event have staff members there.; Have people watching us.; Have SWAT teams ready to go.	I think it's alright the way it is.; not much more can be done	Not being on Campus at night (3); Cameras (1); Make is a closed campus (2)
Sophomore Females	54	maybe more lights around the campus would make it safer	12	8	11
70 Blank			have security escorting students and security buttons on campus; have a night security or staff member supervise	I feel safe at night; nothing can be done	Cameras (4); buddy system (2); maybe put a fence between the stadium and the AG barns (2); not have crazy drivers; a lot of people shouldn't be allowed on campus, especially if they aren't students; maybe have another route to get to those places such as the weight room
Sophomore Males	27	put more lights on campus; make sure its well lit	11	14	9
88 Blank			have more campos around; security presence at night	nothing its safe as can be; the houses begin so close to campus makes me uncomfortable but there isn't much you can do about that;	Cameras (2); I don't think anything other than the gates need to be changed (3); a different to go home after practices; for it to be closer;
Freshman Females	43	more lights	15	5	8
90 Blank			more supervision; someone wait where students mainly get picked up	idk because i feel safe; i could protect myself	cameras (3); closed gates at all times (2); stay with teammates and coach; buddy system; in front of the auditorium is the only place or in front of the dance room
Freshman Males	21	Add white lights a long Monterey street; More lights so its easier to see at night.	6	7	4
78 Blank			Maybe have staff that patrols the campus at night to stop crimes and make it feel less desolate.	Nothing because its always gonna be scary; To me there is nothing unsafe about the campus	cameras (2); lock up the gates ; I don't think that's possible. Night is night. In my opinion students should not be required to stay at school at night.

Summary

Of those surveyed the majority of students and staff felt safe on campus. Results showed that males felt cooler on campus; when asked to identify areas on campus where they felt “hot” or unsafe 120 out of 420 (28.6%) did not identify any areas. In contrast, females only 48 out of 455 (10.5%) did not identify any areas where they felt unsafe. For staff and faculty, 27 (45.8%) staff/teachers who had responded if they felt safe on campus stated they feel safe everywhere on campus. Of those 56 answered the question if they felt unsafe on campus, we had 28 (50%) staff/teachers who had responded stated they did not feel unsafe anywhere on campus.

Students identified some of their safest areas as: highlighted the Area Q (O’Donnell Gym) with 239 students (27%), New Campus (area V) with 317 students (36%), and Main Campus grass area with 249 students (28%) were areas students highlighted the most on the maps. When students were asked where they felt safest, 156 students (18%) identified that they felt safe everywhere on campus. Students identified Main camp (23%) and classrooms (19%) as the two areas that are safest to them. Students identified Main Camp (42 students, 9%), Football field/track (85 students, 17%) and the gyms (57 students, 12%) as the safest placed on campus at night for students.

Students identified some of their unsafe areas as: Area Q (O’Donnell Gym) with 188 students (12%), Building S with 102 students (12%), New Campus (area V) with 124 students (14%), Nash Road with 125 students (14%), and Baler Alley with 75 students (9%) were areas students highlighted the most on the maps. When students were asked where they felt unsafe, students (134 students or 15%) identified the streets as the areas on campus they felt the most unsafe. Students identified Baler Alley (78 students, 16%), all of school (54 students, 11%) and nowhere or none (63 students, 13%) as the most significant areas on campus students try to avoid or they consider unsafe. During the discussion questions, some students identified specific examples of sexual harassment, bullying, harassment based on sexual orientation, and racism on campus.

When students were asked what ways the school can make improvements, a majority of students stated there was a need for more supervision or adding of staff. Other students felt staff could be friendlier and more attentive. Students felt the school could make improvements at night by adding lighting on campus. Other students felt having staff or security on campus at night would create a safer environment. Students also noted that students could be nicer and show more respect to one another. Some students stated students should spread out more and stay away from people or places they don’t feel safe.

When teachers and staff were asked what ways the school can make improvements, teachers and staff felt that the administration could install lights and cameras. They felt staff could be spread out more or the addition of new staff. Teachers and staff felt the issues of traffic and roadways should be addressed. They felt the administration could enforce the rules more. They also felt there could be upgrades completed to the campus. Teachers and staff felt that students could be nicer. Teachers and staff felt that students could spread out more and look out for one another. While others stated they would

like students to pick up trash and take care of their campus. Others felt like students should follow the rules of campus.

Next Steps

Our next step is to disperse the information we learned to staff, students, parents, and our community members. Then to recruit and partner with SBHS staff, teachers, students, administration, and community members and create a work group to discuss and develop an action plan with objectives to increase safety on campus using the data collected from the safe mapping project. By conducting the safe-mapping, creating the action plan, and instituting organizational change the SBHS community will show an increase in the awareness of safety concerns on campus, safety on campus, number of stakeholders, identification of sexual violence happening, awareness of positive social norms in regards to sexual violence, and community conversations and problem solving about sexual violence.