

Healthy
Relationships
Project: Campus
Assessment of
San Andreas and
Santa Ana campus



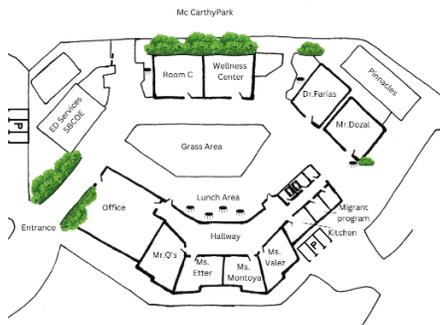
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Current Program

Community Solutions is implementing a comprehensive program designed to increase knowledge and skills of healthy nonviolent intimate relationships; increase comfort in talking about healthy relationships with one another; create dialogues and identification of sexual violence as an issue; create opportunities for community members to build leadership skills and prevent sexual violence. This program will have several components: school-based prevention curriculum at the high schools, workshops for parents and staff, environmental assessment of school campus, and development of community leaders to engage in prevention.

Environmental Mapping: Safe Mapping

For the community level intervention, we conducted the Shifting Boundaries safe-mapping assessment to Santa Ana Opportunity School and San Andreas Continuation High School. Both schools are combined on one campus and range from grade levels 7-12 grade. Due to the small population on campus ranging roughly over 110 students, the assessment was conducted with the participation of both staff and students. The safe-mapping was to ascertain safe and unsafe spaces on campus, assess reasons for safety issues on campus, and promote climate change through addressing safety concerns. Each class was selected to partake in the survey due to the small population on campus and providing the opportunity to receive results based on the campus as a whole.



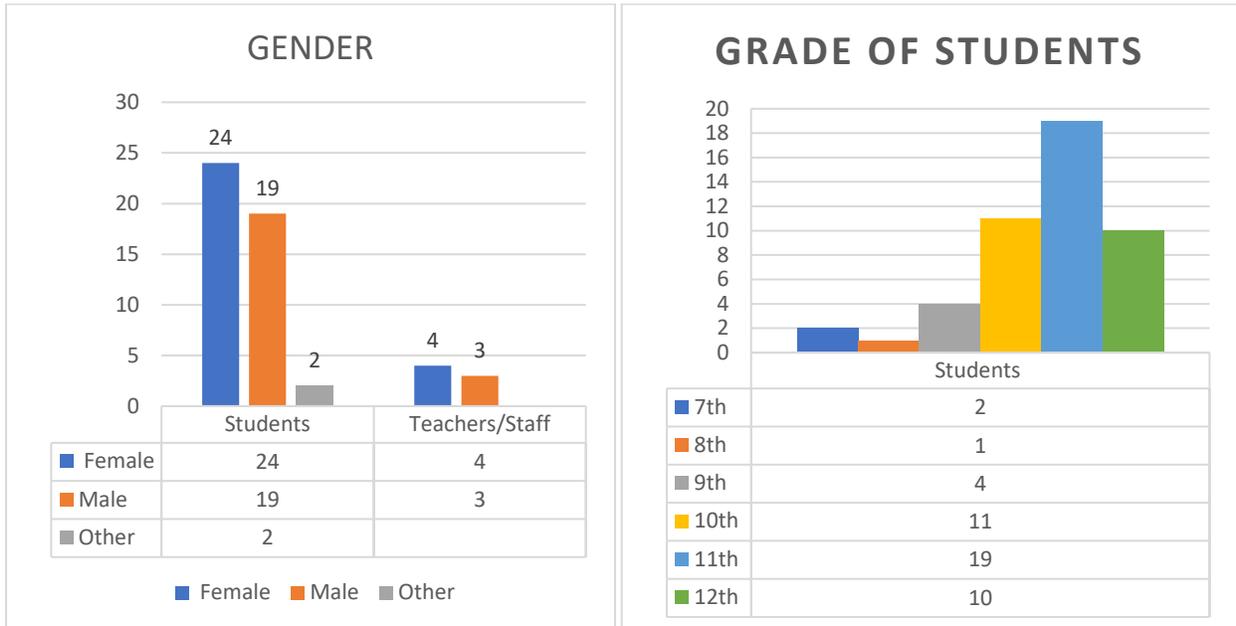
A map reflecting the campus was created by Community Solutions staff due to the unclarity of the campus map offered by the school and allowing students to partake in the creation of a map fitting best their familiarity with the campus. Community Solutions' staff was invited occasionally to Youth Alliances girls' groups meetings on campus with students giving an opportunity for the students to provide feedback on the campus map. The group helped label the map in accordance to how students label

areas on campus. The safe-mapping process was conducted at the end of the Fall semester of the 2022/2023 school year in December through an online version of google forms or a paper version. Prevention Staff presented to each classroom for 15-20 minutes to conduct the survey for both staff and students using the same map and questions to ascertain feedback on safety concerns and ways the school can improve campus safety.

Afterwards Community Solutions' staff analyzed all of the data from the surveys. In the following section documents the results collected.

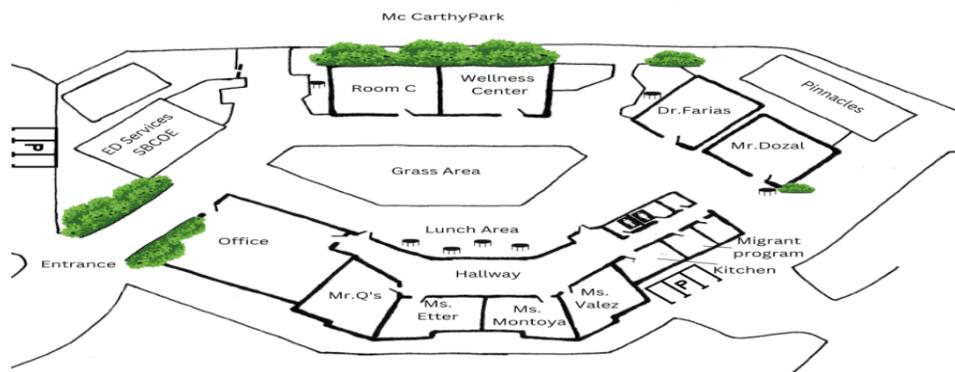
Safe-Mapping Results

San Andreas and Santa Ana Schools average at about 110 students with numbers changing constantly. In December of 2022, 54 surveys were collected including both staff and students from the campus. Of those, 7 were staff and 47 were student survey responses. Below is the demographic information collected from the surveys:



**Note there were two answers for gender that students that were entered as marine life. (2 no response)*

Students were given surveys that included a map of San Andreas Continuation High School/Sant Ana Opportunity School campus on an online version google form or paper form and asked to identify areas on the map where they feel safe and unsafe by marking the areas labeled on the map. We defined “cool spaces” as areas students felt safe/welcoming and “hot spaces” as areas on campus where they feel unsafe/unwelcomed. Students and staff were provided two copies of the map for “cool spaces” and for “hot spaces.” Students were informed to mark only specific areas where they felt this way, not the entire map. Staff and volunteers counted the number of locations indicated on students’ surveys. Many students identified multiple areas from the map where they felt safe and unsafe. Below are the results of maps collected from students.



| Hot Map Areas | | | | |
|--|----------|----------|-------|-----|
| Location | Students | Teachers | Total | % |
| Office | 4 | | 4 | 7% |
| Between the office and ED services | 2 | | 2 | 4% |
| Mr.Q's | 1 | | 1 | 2% |
| Ms. Montoyas | 7 | | 7 | 13% |
| Hallway | 5 | | 5 | 9% |
| Girls Bathroom | 10 | | 10 | 19% |
| Boys Bathroom | 5 | | 5 | 9% |
| Hallway between Kitchen and Bathrooms | 5 | | 5 | 9% |
| Grass Area | 4 | | 4 | 7% |
| Room C | 1 | 1 | 2 | 4% |
| Wellness Center | 1 | | 1 | 2% |
| Parking lot by entrance | 4 | | 4 | 7% |
| Park Behind school | 4 | 3 | 7 | 13% |
| Lunch area | 4 | | 4 | 7% |
| Ms. Valez | 1 | | 1 | 2% |
| Mr. Dozal's | 8 | | 8 | 15% |
| Ms.Etters | 2 | | 2 | 4% |
| Dr. Farias | 3 | | 3 | 6% |
| By the Grass Area | 6 | | 6 | 11% |
| In front of Mr. Dozals | 2 | 1 | 3 | 6% |
| Between the Wellness Center and Dr. Farias Classroom | 7 | 3 | 10 | 19% |
| Between ED Services Building and room C | 3 | 3 | 6 | 11% |
| Blanks | 8 | 4 | 12 | 22% |

| Cool Map Areas | | | | |
|------------------------------------|----------|----------|-------|-----|
| Location | Students | Teachers | Total | % |
| Office | 22 | 6 | 28 | 52% |
| Between the office and ED services | 12 | 3 | 15 | 28% |
| Mr.Q's | 26 | 5 | 31 | 57% |
| Ms. Montoyas | 17 | 3 | 20 | 37% |
| Hallway | 13 | 4 | 17 | 31% |
| Girls Bathroom | 13 | 4 | 17 | 31% |

| Cool Map Areas (continued) | | | | |
|---------------------------------------|----------|----------|-------|-----|
| Location | Students | Teachers | Total | % |
| Boys Bathroom | 9 | 3 | 12 | 22% |
| Hallway between Kitchen and Bathrooms | 10 | 2 | 12 | 22% |
| Grass Area | 10 | 3 | 13 | 24% |
| Room C | 19 | 4 | 23 | 43% |
| Wellness Center | 29 | 4 | 33 | 61% |
| Parking lot by entrance | 10 | 1 | 11 | 20% |
| Park Behind school | 11 | 0 | 11 | 20% |
| Lunch area | 13 | 3 | 16 | 30% |
| Ms. Valez | 24 | 3 | 27 | 50% |

| | | | | |
|--|----|---|----|-----|
| Mr. Dozal's | 11 | 2 | 13 | 24% |
| Ms. Etters | 13 | 2 | 15 | 28% |
| Dr. Farias | 16 | 3 | 19 | 35% |
| By the Grass Area | 11 | 4 | 15 | 28% |
| In front of Mr. Dozals | 11 | 1 | 12 | 22% |
| Between the Wellness Center and Dr. Farias Classroom | 17 | 1 | 18 | 33% |
| Between ED Services Building and room C | 11 | 1 | 12 | 22% |
| Blanks | 0 | 0 | | |
| Mr. Oles (Question 5) | 2 | 0 | 2 | 4% |
| Tables (Question 5) | 3 | 0 | 3 | 6% |
| Safe everywhere/entire campus (Question 5) | 2 | 1 | 3 | 6% |

In the last two questions of this section, students were asked to help identify any areas that were not listed on the map. Those areas were added to the data above.

The next six questions asked students and staff if their feelings based on feeling unsafe or safe in an area mattered based on gender, age/grade, and physical size. Students who answered yes were asked to give a brief explanation why.

| Might the "hotness" or "coolness" of certain areas differ depending on your gender? | | | | | Feeling unsafe/ Harassment comments: | |
|---|----------|----------|-------|-----|--------------------------------------|--|
| | Students | Teachers | Total | % | | |
| Yes | 11 | 2 | 13 | 24% | | Students: <ul style="list-style-type: none"> - I feel like it impacts because a girl alone surrounded by guys would feel intimidated or unsafe - Because sometimes girls might be intimidated by a group of guys standing there and staring straight at you - Yes because I don't like being around guys - Because the girls be staring staff. Teachers: <ul style="list-style-type: none"> - safety is slightly different male to female - some may feel safer with staff based on gender |
| No | 33 | 4 | 37 | 69% | | |
| Blanks | 3 | 1 | 4 | 7% | | |
| Gender | | | | | | |
| | Students | Teachers | Total | | | |
| Feeling unsafe/ Harassment | 4 | 2 | 6 | | | |
| Doesn't Matter | 2 | 0 | 2 | | | |
| Misc.* | 2 | 0 | 2 | | | |
| Blanks/No/IDK | 39 | 5 | 44 | | | |

*One of the miscellaneous comments identified their gender identity as a safety issue on campus.

| Might the “hotness” or “coolness” of certain areas differ depending on your age/grade? | | | | | Feeling unsafe/ Harassment comments: | |
|--|----------|----------|-------|-----|--------------------------------------|--|
| | Students | Teachers | Total | % | | |
| Yes | 8 | 2 | 10 | 19% | | Students: <ul style="list-style-type: none"> - older students can intimidate younger ones - In my classes people get made fun of for their age and stuff - depending on how well you know the people and the teachers there will define whether you feel comfortable or not. Teachers: <ul style="list-style-type: none"> - I am an adult; therefore, I feel safer in more areas |
| No | 36 | 4 | 40 | 74% | | |
| Blanks | 3 | 1 | 4 | 7% | | |
| Age/Grade | | | | | | |
| | Students | Teachers | Total | | | |
| Feeling unsafe/ Harassment | 3 | 0 | 6 | | | |
| Doesn't Matter | 2 | 0 | 2 | | | |
| Misc.* | 1 | 1 | 2 | | | |
| Blanks/No/IDK | 41 | 5 | 44 | | | |

**One of the miscellaneous comments identified age as a safety matter when it comes to illegal substances being passed in school*

| Might the “hotness” or “coolness” of certain areas differ depending on your physical size? | | | | | Feeling unsafe/ Harassment comments: | |
|--|----------|----------|-------|-----|--------------------------------------|--|
| | Students | Teachers | Total | % | | |
| Yes | 4 | 1 | 5 | 9% | | Students: <ul style="list-style-type: none"> - Unsafe because this school has bullies - Because sometimes shorter people feel intimidated by taller one |
| No | 41 | 5 | 46 | 85% | | |
| Blanks | 2 | 1 | 3 | 6% | | |
| Physical Size | | | | | | |
| | Students | Teachers | Total | | | |
| Feeling unsafe/ Harassment | 2 | 0 | 4 | | | |
| Doesn't Matter | 2 | 0 | 4 | | | |
| Misc.* | 2 | 0 | 2 | | | |
| Blanks/No/IDK | 41 | 7 | 48 | | | |

**One of the miscellaneous comments identified physical size as a safety matter when it comes to being in class and each individual's judgement*

The next question asked if there is anything else that impacts where they may feel safe or unsafe apart from the factors in the previous questions. Students were asked to explain why.

Is there anything else that impacts where you feel safe or unsafe, please explain what and why?

| | Students | Teachers | Total | % |
|--------------|----------|----------|-------|-----|
| No's | 21 | 0 | 21 | 39% |
| Feel Safe | 6 | 0 | 6 | 11% |
| Explanations | 6 | 2 | 8 | 15% |
| Blanks/IDK | 14 | 5 | 19 | 35% |

Explanations

Students:

- activities to do in the classroom, and classroom lighting
- my mental health and my connections with people, it changes how I act
- well the most impact where I feel safe is Ms. Valez's classroom because it's just a chill place to be at
- There is not much that I know of, it's more of a personal perspective rather than an actual fact, I don't like the crowds so I am in a more secluded area rather than for example using the lunch area or any other tables that are outside
- Depends on who's there
- Mr. Berk
- (from Feel Safe) but I think new tables and umbrellas should be added. (the tables by Mr. Oles class).

Teachers:

- Students in contact with non-students is my primary concern
- Line of sight with staff on campus allows for a safer campus

After asking students question based on feeling safe or unsafe on campus and the various impacting factors, students where asked for recommendations. Students and staff were asked to share their thoughts on how students and staff could make the problem areas safer and more welcoming.

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

| | Students | Teachers | Total | % |
|--|----------|----------|-------|-----|
| Feel Safe | 2 | 0 | 2 | 4% |
| Benefits and Extracurriculars | 5 | 0 | 5 | 9% |
| Healthy Relationships/Social Connections | 8 | 1 | 9 | 17% |
| Misc.* | 1 | 1 | 2 | 4% |
| Blanks/IDK | 31 | 5 | 36 | 67% |

**One of the miscellaneous feedbacks identifies putting netting up on the chain links to prevent contraband from being passed.*

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

| Benefits and Extracurriculars | Healthy Relationships/Social Connections |
|---|---|
| Students: <ul style="list-style-type: none"> - Better food - cat - A dog - snacks, movies during lunch or break, fun activities - be able to wear red | Students: <ul style="list-style-type: none"> - share concerns with teachers and faculty - be nice - Be with friends so we don't feel as lonely - Learn how to have self-control and keep thoughts to yourself - ask someone who feels unsafe - not much except being more inclusive - just be around people who make you feel safe and teachers as well - be nice to everyone Teachers: <ul style="list-style-type: none"> - talk to staff |

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

| | Students | Teachers | Total | % |
|---|----------|----------|-------|-----|
| Feel Safe | 5 | 0 | 5 | 9% |
| Benefits and Extracurriculars | 9 | 0 | 9 | 17% |
| Healthy Relationships/Social Connections | 8 | 1 | 9 | 17% |
| Misc.* | 4 | 0 | 4 | 7% |
| Patrol** | | 3 | 3 | 6% |
| Blanks/IDK | 21 | 3 | 24 | 44% |

**Miscellaneous feedback identified escorting to bathroom being a safety matter for females and more than one person should be required due to multiple use of the bathroom needed at a single time.*

***Comments of the patrol feedback identified implementing SRO, patrol wander and watch on campus and by gates.*

| Benefits and Extracurriculars | Healthy Relationships/Social Connections |
|---|--|
| Students: <ul style="list-style-type: none"> - make classrooms more cozy and inviting with warm lighting, and areas that are welcoming to us - snacks cause we hungry - to get snacks for the students - let us play games in class - I guess just making it feel cozier - Cats - with dogs - letting us wear beanie's and hats - We should be able to go out on the grass and the play ground. I also dont like how we cant bring our lunch. | Students: <ul style="list-style-type: none"> - Ask someone who feels unsafe - personal space - being more welcoming - personal space - being chill - stop being a d*** - by making sure everything is okay - talk to the students Teachers: <ul style="list-style-type: none"> - Listen to the students and staff |

Discussion

Students at San Andreas felt safe and cared for in various areas of campus. They respect and appreciate the staff and administration for their work in supporting students and student life. In regards to safety, students felt it is as important to feel welcomed and enthusiastic coming to school. Students identified several small ways to improve campus life and build upon a trusting and respectful environment.

Student Recommendations

In the Spring, students had increasing conversation around creating a safer and more welcoming community on campus. It was practical for the students to examine the survey results. Even though various students expressed they felt safe on campus, the results showed students felt safer in areas where there was opportunity for more social engagement and had amenities that made them feel welcomed to the environment. In early spring, Community Solution staff and San Andreas/Santa Ana Students met once a week during lunch to analyze the data and brainstorm recommendations. In relation to safety, we considered students wanted to feel enthusiastic and comfortable coming to school and being on campus overall. The recommendations were:

- Creating a Leadership class where students can get academic credit while positively engaging in extracurricular activities and opportunity to socialize with peers/staff
- Maintenance and upkeep with bathroom amenities and privacy
- Availability to a school merchandise store to raise money for improve campus community spaces.

Many students identified a disregard of having activities and extracurriculars for students as an issue for students feeling welcomed and enthusiastic about being on campus. Even though some students felt safe and welcomed in certain social areas, students would like to continue to improve their relationships with peers and staff through more fun interactive engagement. Students are interested in having a leadership class that would help promote school connection and a positive campus atmosphere by having positive activities on campus. Having a leadership class would not only increase healthy relationships and connectiveness, but also as a school course, give students the opportunity to gain academic credit while gaining leadership skills.

Many students expressed concern around the maintenance, amenities and privacy of the bathrooms. There were concerns on having equal amenities in both girls' and boys' bathrooms. As well, students feel that the bathrooms should be maintained and upkept more often since the bathroom are used often and consists of a small space that always has the door open. In regards to privacy, students acknowledge that there have been certain incidents that have led to them being escorted to the bathroom. However, they feel that when being escorted, staff could monitor them around the bathroom instead of standing in front of the bathroom while it is in use making them feel more comfortable. Overall, students feel maintenance and upkeep for bathrooms will create a greater incentive for students take better care for their bathrooms.

The student's final recommendation is to have access to school merchandise store in efforts to raise money for the school to purchase items that would bring funding to school activities and improvement of school spaces. Students suggest having school swag with the school logo for students to wear on and off campus. Through the student's efforts to fundraise with the purchase of school swag would increase their care items. These efforts would also help promote school pride by providing school swag such as hats, shirts, and more with items that have the logo/mascot for the school.

Next Steps

Our next step is to partner with San Andreas Continuation school staff and 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 San Andreas and Santa Ana Opportunity Schools is to create proactive environments through improving school safety, monitoring, and climate.